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ABSTRACT

Sixteen career development concepts integrate the K-12 curriculum guide. Concepts introduced in grades K-3 are: self understanding and acceptance are important; persons' dignity and worth need recognition; occupations exist for a purpose; occupations and their classifications are widely varied; work means different things to different people; education and work are interrelated; and individuals' interests, abilities, attitudes, and values vary. Concepts introduced in grades 4-6 are: occupational supply and demand influence career planning; job specialization creates interdependency; environment and individual potential interact to influence career planning; occupations and life styles are interrelated; individuals can learn to perform adequately in varied occupations; career development requires continuous and sequential series of choices; and various social groups influence work's nature and structure. Concepts introduced in grades 7-9 are: individuals are responsible for career planning, and job characteristics and individuals must be flexible in a changing society. After it is introduced, each concept in the guide is developed or emphasized at all grade levels through grade 12. No new concepts are introduced at the high school level. The concepts are organized according to student objectives, topic-learning activities, teacher-learning resources, learning outcomes, and evaluation procedures. A glossary of career development terms used in the guide is included. (SD)

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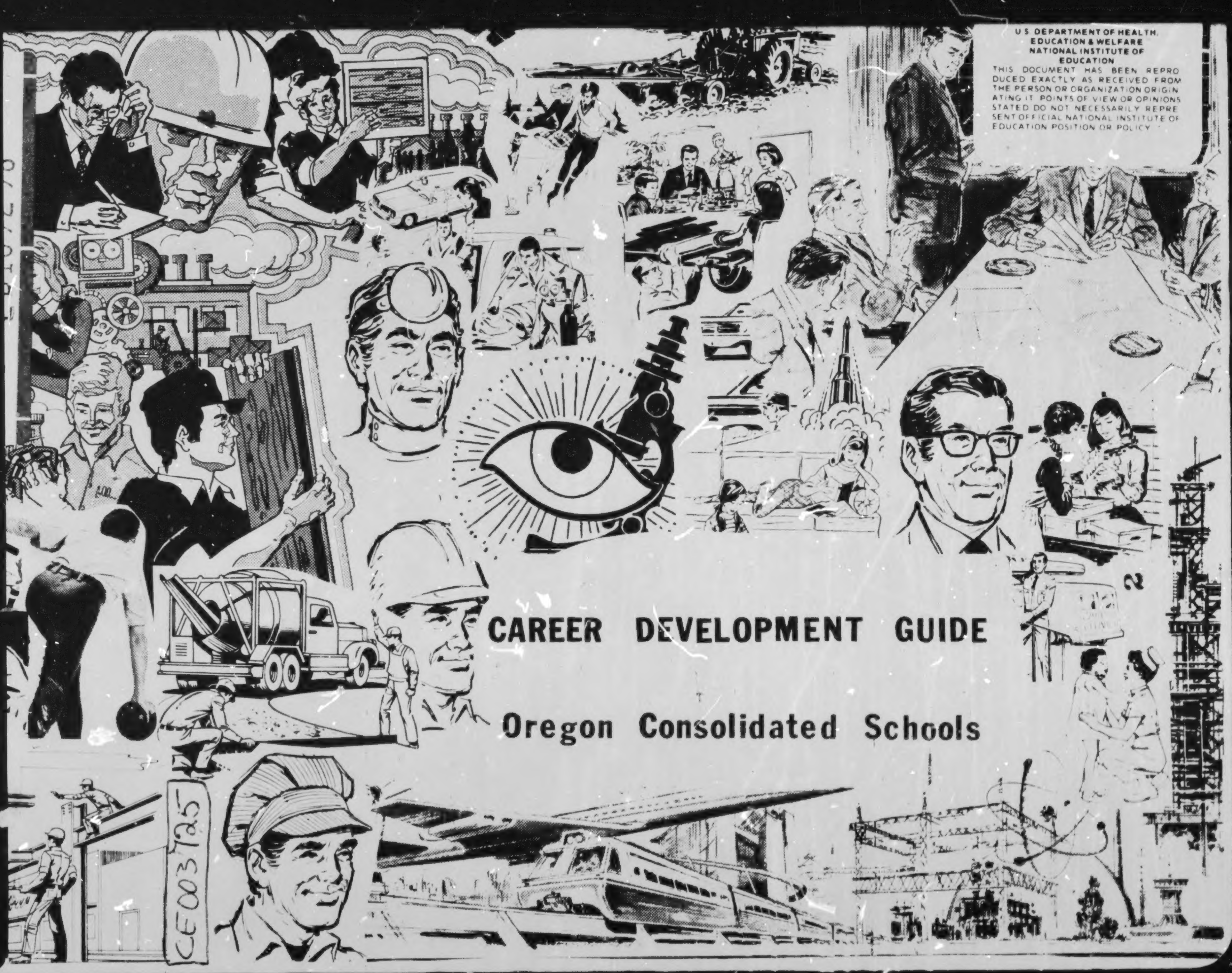

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

CE 003 725

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CAREER DEVELOPMENT GUIDE
GRADES K–12

Developed by Participants of the Career Development Summer Workshop

Oregon Concolidated Schools

August 9-20, 1971

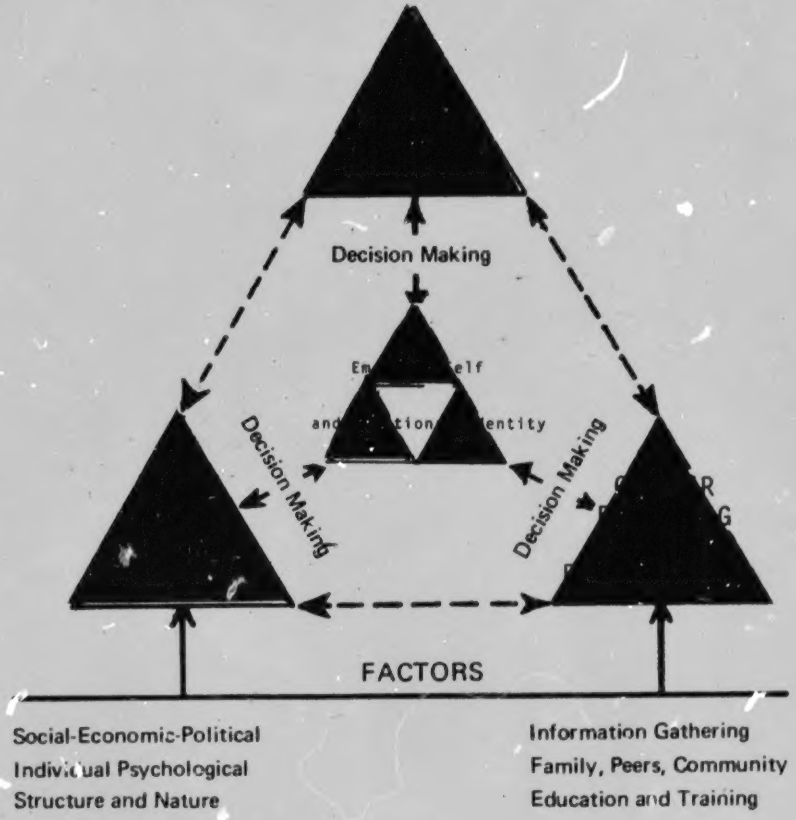
Funded Under ESEA Title III

Sponsored by the State Department of Public Instruction

Department of Guidance and Counseling

Harry Drier, State Consultant

CAREER DEVELOPMENT MODEL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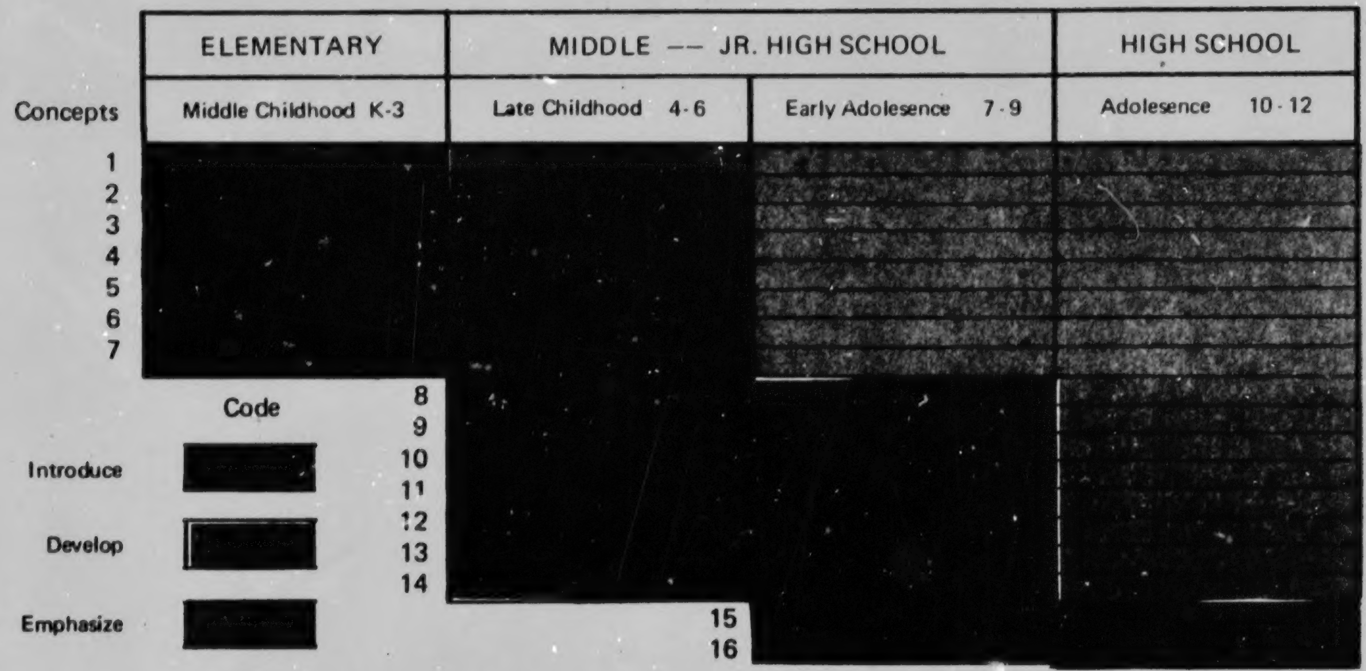

Career Development Concepts

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of occupations which may be classified in many several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes, and values.
8. Occupational supply and demand has an impact on career planning.
9. Job specialization creates interdependency.
10. Environment and individual potential interact to influence career planning.
11. Occupations and life styles are interrelated.
12. Individuals can learn to preform adequetely in a variety of occupations.
13. Career development requires a continous and sequential series of choices.
14. Various groups and instutitions influence the nature and structure of work.
15. Individuals are responisble for career planning.
16. Job characteristics and individuals must be flexible in a changing society.

Introductory Statement

Career development has long been considered a major goal of secondary education. Interestingly enough, not much attention has been given to the structuring of educational experience leading to the meeting of this goal. Up to this time, career development has been the province of vocational guidance activities which have been limited in nature and scope.

Due to the limitation mentioned above and major changes in the work world an empanding gap was created. Recently vocational specialists at the federal level became concerned to the extent that dollars were made available for research to provide integrated career development programs. Thus the philosophy of all disciplines and all grade levels having responsibilities in the career development process came to be.

It is felt that only through a coordinated and integraded approach can we expect to assist students in achieving career identity.

It was with this backdrop in mind that the Oregon Consolidated Schools planned and conducted the workshop. It is hoped that through their expreiences, others will be reached.

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LEVEL K

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC: Self-image
1. An understanding and acceptance of self is important throughout life.	1.0 begin to recognize the need for continuous self appraisal in a deversified society. 1.1 begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.	1. Sing songs 2. Play appropriate games such as: "I'm Thinking of Someone." 3. Do Finger-plays, such as: "I've five little fingers." 4. Draw self-portraits 5. Draw family portraits 6. Perform room duties 7. Read poem or sing, "You are Special." 8. Learn poem, "I'm Glad I'm Me." 9. Have children find pictures of well-groomed children in magazines, and make booklet or bulletin board. 10. View filmstrip, "Checking Your Health."

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
ie: "Everybody Says, " Ginn's, The Kindergarten Book.	recognize himself as an individual in his family.	Parent conference - parental evaluation of child's attitude toward self.
Oregon Kindergarten Social Studies Unit Guide.	recognize himself as an individual in his kindergarten group.	Teachers' observation of child's attitude toward self.
Mr. Rogers' Song Book	recognize himself as a job performer.	Observe any improvements in appearance.
Mr. Rogers' Stereo 87054, You Are Special.	become more concerned about his appearance.	
See attachment for poem, I', Glad I'm Me.		
Magazines and picture files		
Elementary Library, Oregon, Filmstrip #F 16.		

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LEVEL 1

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
An understanding and acceptance of self is important throughout life.	The student should ..... 1.0 begin to recognize the need for continuous self appraisal in a diversified society. 1.1 begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.	(Include subject area, topic, and brief description of activity.) TOPIC: Self-image 1. Make "ABOUT ME" booklet. 2. Watch All About You, television program. 3. Keep a folder of child's penmanship progress for child to observe growth. 4. Do creative dramatics exercises such as, "Find Yourself a Place in Space," and "I am a Balloon." 5. Sing appropriate songs. 6. Read poem, "The Clown in Me," by Fred Rogers. 7. Have the nurse give a presentation about good grooming as related to health.

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
All About You, WHA-TV health Man'l Dance-a-Story Records, by Ginn See Kdgn. resource list. Mr. Roger's Song Book School Nurse	Feel good about himself.	Teacher evaluation of "About Me" booklet.
	Feel free to be himself.	Teacher evaluation of progress folder.
	Learn more about his total self.	
	Become aware of good grooming and how it affects friendships	Teacher observation of child's awareness of self.
	Find that having more friends may allow him to do better work.	Teacher observation of any improvements in appearance and friendships.

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LEVEL 2

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC: Self-image
1. An understanding and acceptance of self is important throughout life.	1.0 begin to recognize the need for continuous self appraisal in a diversified society.	1. Make a class chart comparing each other's physical differences. 2. Keep daily journal which includes: a. feelings of that day b. likes c. dislikes d. wishes
	1.1 begin to develop an awareness that there is continuous interaction between one's knowledge and acceptance of self and his emerging life style.	3. Portray feelings through animal chosen by oneself or drawn from box. 4. Assign a daily helper 5. Express feelings through puppet play. 6. Write a class letter to invite a dentist or dental hygienist to discuss with the class dental hygiene and dental care. 7. View filmstrips: The Dentist and "Flossy"-Tips on Toothcare

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Developing understanding of self and others (DUSO Kit)	Observe and compare each other's physical differences.	Child's evaluation of chart.
		Teacher's evaluation of folder.
Focus on Self Development Kit	Notice how feelings change from day to day as expressed in journal.	Teacher's and child's evaluation of puppet play.
	Learn to accept responsibility.	Teacher's observation of child's improvement in dental care.
	Enjoy creative expression.	
	Begin to learn the techniques of letter writing.	
Dentist or Dental Hygienist	Begin to understand the necessity of being able to communicate.	
Elementary Library, Oregon, Filmstrips #B-37, E-3.	Have a better understanding of good dental hygiene.	
	Discover that he feels better about himself if he has clean, healthy teeth.	

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LEVEL 3

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
1. An understanding and acceptance of self is important throughout life.	The student should ..... 1.0 begin to recognize the need for continuous self appraisal in a diversified society. 1.1 begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.	(Include subject area, topic, and brief description of activity.) TOPIC: Self-image 1. Draw self-portraits and place on a map to show origin of family. 2. Play records to demonstrate how music makes one feel. 3. Compare physical characteristics of children from other countries. 4. Complete personal questionaire of "What I Like." 5. Play games 6. Invite guest speakers to tell about foreign countries. 7. Invite Miss Oregon to model and talk about good grooming. 8. Make a family tree.

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Cf specific activity) The student should	
Oregon Expressive Arts IMPACT tape and opaque projector picture series.	Understand that each person is a unique individual - shaped by his family, school, community and world.	Teacher observation.
Focus on Self Development Kit.		Sociogram to show results of personal questionaire.
Elementary Music record file.	Learn that he reacts to music and pictures emotionally.	Conference with physical education teacher.
Library picture files on foreign countries.		
Filmstrips - children of other lands.	Become aware of the value of good sportsmanship.	Parental comments during parent-teacher conference.
Community questionaire on available speakers.	Recognize his strengths and weaknesses.	Teacher observes any improvements in grooming.
The current Miss Oregon.	Become aware of the importance of good grooming.	
Refer to the following Oregon materials: a. Human Relations Guide b. Oregon Social Studies Guide c. Grade 3 Learning Packs d. CESA Filmstrips		
What Could I Be? SRA Kit.		

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LEVEL K

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
2. Persons need to be recognized as having dignity and worth.	2.0 discover that people bring dignity and worth to their jobs. 2.1 discover that work provides the opportunities for one to enhance his dignity and worth.	TOPIC: Dignity of all work 1. Dramatize various occupations through role playing. This can be done orally or using pantomime. Each child is encouraged to dramatize the occupation of his father or mother. 2. Visit the following: post office apple orchard pumpkin fields public library mink farm zoo chick hatchery 3. Play game, "This is the Way My Father Works," to the tune of "Here We Go Round the Mulberry Bush." Each child pantomimes the occupation of his father. 4. View filmstrip, "Community Helpers."

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Parent questionaire on occupations. (see attachment)	be aware of the occupations of his father and mother with some understanding.	Observe dramatizations to discover whether or not children have some understanding of the work their parents do. Observe the children's enthusiasm and enjoyment of field trips.
Community	become aware of the importance of the work done by his parents.	
Oregon Elementary Library. Filmstrip #F-8.	become aware of the wide variety of occupations in life, each of which performs a needed service.	

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 1

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
2. Persons need to be recognized as having dignity and worth.	The student should ..... 2.0 discover that people bring dignity and worth to their job. 2.1 discover that work provides the opportunities for one to enhance his dignity and worth.	(Include subject area, topic, and brief description of activity.) TOPIC: Dignity of all work 1. Develop a class booklet of how each child helps at home. With each picture, write a caption, showing how each child's "work" helps the family. 2. Sing the song. "I Want to Be a ..." (fill in name of occupation) to the tune of "I Want to Be An Oscar Mayer Wiener." Children can write verses for this. 3. Visit the following: clinic, bank, police station, dairy, farms apple orchards, pumpkin fields, filling station, garage, grocery store, public library, restaurant, zoo, community building. 4. Dramatize various occupations that the children know exist in their family or community. 5. Read and/or learn poems. 6. Construct a large model map of the school on a bulletin board. Draw facilities etc. Discuss total school personnel and their duties. Add any other appropriate points. 7. Construct a bulletin board chart of many available occupations. Each child makes a small picture of himself and pins it in the occupation he wishes. He then researches this occupation. Probably he will decide to do something else the next day which he will research. After children have found all abailable data from resources such as

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
See attachment entitled "Poems". Parent questionaire (see attachment)	be aware of occupations that are within his family and his community.	Teacher will observe children's knowledge of occupations in their families and communities.
	know what his duties are within the family and why his performance is important.	Teacher should notice amount of interest children exhibit in the wide variety of occupations discussed.
Community Oregon First Grade Social Studies Guide.	become aware of a wide variety of occupations in life and that each performs a needed service.	Note the children's enthusiasm and enjoyment of various experiences.
	feel personal satisfaction in having contributed to class project.	
Oregon Elementary Library. Filmstrips #B-36, B-39, B-33. (for topic 8)		

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LEVEL 1 (cont.)

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) 7. act one of these occupations for a day in school. Ex. - doctor patches skinned knees, janitor washes floors. 8. View filmstrips, "The Policeman," "The Milkman", and "The Librarian".

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LEVEL 2

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC: Dignity of all work
2. Persons need to be recognized as having dignity and worth.	2.0 discover that people bring dignity and worth to their job. 2.1 discover that work provides the opportunities for one to enhance his dignity and worth.	1. Dramatize various occupations. Through role playing. This can be done orally or using pantomime. Occupations would include community, farm, and others that would be part of maintaining their livelihood. 2. Visit the following: lumber yard, feed mill, water tower, tree farm, furniture store, hardware store, pulbic library, implement dealer, bakery, ice cream factory, Frito-lay, sewage treatment plant, make several visits to a house under construction. view filmstrips 3. Construct a large model of a house on a bulletin board. Have children determine and label occupations involved in building the house. 4. Make a bulletin board map of occupations. Children will map what they want to be, changing as they learn more about different occupations. They see the change.

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Parent questionaire on occupations (see attachment, p. 2)	become aware of the importance of community occupations and occupations that directly affect their lives.	Observe dramatization to discover whether or not children have gained understanding of the various occupations.
Oregon Elementary Library, Filmstrips #O-15, B-35, B-37, B-38, B-40, B-31, B-32.	become aware of the wide variety of occupations in life each of which performs a needed service.	Did the children enjoy the field trip
Oregon Elementary Library Picture File. SVE. "Neighborhood Friends and Helpers", "Fire Department Helpers", "Dairy Helpers", "School Friends and Helpers".	discover the importance of the interacting of many people in various occupations necessary to complete one final product.	Observe on the bulletin board model house the number of occupations children have labeled as involved in building a house.
Filmstrips - Oregon Elementary Library #K-14, K-15, K-16, K-17, M-11	discover many jobs are interesting.	Note the variety and number of occupations children discover.

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EVEL 3

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
2. Persons need to be recognized as having dignity and worth.	2.0 discover that people bring dignity and worth to their job. 2.1 discover that work provides the opportunities for one to enhance his dignity and worth.	TOPIC: Dignity of all work 1. Dramatize various occupations through role playing. This can be done orally or using pantomime. Each child will choose an occupation unique to one of the following countries: Russia, Africa, Argentina, Alaska, Norway, Switzerland, Japan, Australia, Hawaii. 2. Visit the following: game farm, public library, newspaper office, Arboretum, cheese factory, and airport. 3. Construct a large model of a child on a bulletin board. Have children determine occupations involved in maintaining life as it is. Label various parts of the figure by occupations effecting it. ie; optometrist, dentist, clothier, etc. 4. Graph depicting occupations children are interested in before research. After researching various occupations, construct another graph depicting children's choice. View filmstrips: "Air Transportation," "Jobs and You".

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Foreign students at UW and in Community	begin to show respect for the jobs others do for us.	Compare the graphs and discussions and observe changes in attitudes toward occupations.
Oregon Third Grade Social Studies Guide (Bibliography for each country.)	become aware of the importance of all work.	Short check test on vocabulary words - Corrected by children (Not regarded as a grade)
Community Historical Society Madison Public Library	become aware of importance of workers from foreign countries.	Did the children enjoy the field trips?
Questionaire to parents (see attachment 2)		Note the variety and numbers of occupations discovered by the children.
Oregon Elementary Library. Filmstrip #E-37.		

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LEVEL K

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
3. Occupations exist for a purpose.	3.0 begin to recognize that occupations develop from needs of society.	TOPIC: How Needs Determine Jobs 1. Invite school employees to demonstrate and describe their jobs, ie. bus driver, cook, custodian, etc. 2. Display and discuss pictures of school employees.

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
School employees	become aware of how jobs provide for the needs of people.	Teacher notes child's respect for the jobs people do.
Elementary Library Picture file, SVE-School Friends and Helpers		

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LEVEL 1

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
3. Occupations exist for a purpose.	3.0 begin to recognize that occupations develop from needs of society.	TOPIC: How Needs Determine Jobs 1. Neglect classroom duties for several days until children notice the need for specifi jobs, i.e. cleaning chalkboards, emptying wastebaskets, etc. 2. Invite school employees in to demonstrate and describe their jobs, i.e. bus drivers, cocks, custodians, etc.
	3.1 begin to understand the contributions that occupations make to the advancement of society.	TOPIC: Jobs Improve Our Living 1. Initiate a display of objects representing "then and now". Children will enjoy bringing these in. Ex. old-type iron and moder electric iron, etc.
	3.2 recognize that occupations develop to fulfill social needs.	TOPIC: Jobs Can Provide Personal Satisfaction 1. Have pupils tell what their favorite room duties are. Discuss the likes and dislike of the jobs. Discussion can move into the area of jobs at home that are liked or disliked. Stress the satisfying elements of a job.

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
School employees	become aware of how jobs provide for the needs of people.	Teacher observes how soon the children discover that needs exist. Teacher observes any added interest in keeping the room neat. Teacher notes children's respect for the jobs people do.
Home collections of antiques	realize the value of advancements in knowledge.	Teacher will observe children's awareness of the advancements in society.
Children's experiences.	be aware that jobs can be desirable or undesirable because of personal reasons.	Teacher will notice children's understanding of personal attitudes as a factor in jobs.

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LEVEL 2

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
3 Occupations exist for a purpose.	3.0 begin to recognize that occupations develop from needs of society.	TOPIC: How Needs Determine Jobs 1. Invite school employees in to demonstrate and describe their jobs, i.e. bus drivers, cooks, custodians, etc. 2. Chart origins of community occupations and businesses, i.e. garbage collectors, telephone office, post office, etc. 3. Use Farmer in the Dell tune for occupation role play, i.e. carpenters, plumber, teacher etc.
	3.1 begin to understand the contributions that occupations make to the advancement of society.	TOPIC: Jobs Improve Our Living 1. Play community minus one - Dramatize by having children choose occupations. Take away one occupation - what effect does this have on this community. 2. Write a letter to NASA's, Donald Slayton, requesting information on inventions resulting from the space program which have aided us on earth. 3. Make a scrapbook (class) of the space inventions and advancements.
	3.2 recognize that occupations develop to fulfill social needs.	TOPIC: Jobs Can Provide Personal Satisfaction 1. Have each child think of a job they have been asked to do. Tell how they felt while doing the job and after it was completed. 2. Each child will design and make a bookcover using materials of his choice. 3. Discuss the best features of the bookcovers

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
School employees	become aware of how jobs provide for the needs of people.	Teacher notes child's respect for the jobs people do.
History of Oregon, Oregon Public Library		
	show enjoyment	The child's interest and enjoyment of role playing and singing.
Write to: Donald Slayton in care of NASA Houston, Texas	begin to understand the importance of communication.	The use of the material once they receive it.
Information received from NASA	be cognizant of interpendence of space invention to the advancement of society.	Teacher will observe the quality of the scrapbook.
Children	begin to understand how jobs can provide personal satisfaction.	Observation of insights evidenced in telling.
[illegible] supplies and scrap box	discover that individual creativity helps to the advancement of our society. realize that the endeavor of several individuals may combine to produce the best project.	Analyze the attitudes of the group concerning the workers performing different jobs.

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EVEL 3

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
3. Occupations exist for a purpose.	3.0 begin to recognize that occupations develop from needs of society.	TOPIC: How Needs Determine Jobs 1. Invite school employees in to demonstrate and describe their jobs, i.e. bus drivers, cooks, custodians, etc. 2. Chart origins of some important occupations and businesses, i.e. NASA, Computers, Aviations, etc. 3. Role play the jobs that meet the needs of society. Sing song, "Cotton Needs Pickin'."
	3.1 begin to understand the contributions that occupations make to the advancement of society.	TOPIC: Jobs Improve Our Living 1. Gather pictures of different occupations. Make a chart showing how life has been made easier by some occupations. 2. Play Community Minus One. Dramatize by having children choose occupations. Take away one occupation. What effects does this have on the community? 3. Read stories about inventions and discoveries. i.e. Madame Curie, George Washington Carver, Thomas Edison, etc. 4. Filmstrips, "How We Get Our Clothing", "R.R.", "Clothes We Wear", "Story of Cotton"

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
School employees.		Teacher notes child's respect for the jobs people do.
Space: Encyclopedia, Science Books from Library. What Does Our Astronauts Do? Wells. Learning About Space Careers. NASA Pamphlets from NASA - Peters, Jerome J., and others. Space Jobs Supt. of Documents, U.S. Gov't Printing Office, Washington, D. C.	become aware of how jobs provide for the needs of people.	Students ability to use resource material. The child's interest and enjoyment of role playing and singing.
See attachment 4. "Purchase of a Cotton Dress", "Cotton Needs Pickin'". Taught by music teacher. Refer to Oregon Human Relations Guide, p. 5.	begin to gain an understanding and appreciation of how business and industry have improved our living.	Teacher will observe the quality of the chart.
Picture file Magazines.		
Filmstrip from Elementary Library #K-10; "How We Get Our Clothing", "Story of Cotton", "R.R. and Clothes We Wear". #B-49.	be cognizant of interdependence of community occupations.	Oral questions by teh teacher. i.e. Could we get along without people working in any of the dramatized occupations?
Library Books, magazines, Current Event papers		

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LEVEL 3 (cont.)

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
3. Occupations exist for a purpose.	3.2 recognize that occupations develop to fulfill social needs. 3.3 become aware of the contributions of occupations to the advancement of society.	TOPIC: Jobs Can Provide Personal Satisfaction 1. Have each child think of a job they have been asked to do. Tell how they felt while doing the job and after it was completed. 2. Prepare a scrapbook. Each child will design his own using materials of his own choice. 3. Discuss the best features of the scrapbooks made by individuals as to durability, design, attractiveness, etc. Have a group of children make a class scrapbook using all the best features.

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Children	begin to understand how jobs can provide personal satisfaction.	Observation of insights evidenced in telling.
School supplies and scrap box.	discover that individual creativity helps to advance society.	Teacher observation of children's ability to discover the best feature of the individual scrapbooks that make them durable, well-designed, attractive, etc.
	realize that the endeavors of several individuals may combine to produce the best project.	Analyze the attitudes of the group concerning the workers performing different jobs.

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LEVEL 2

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
4. There is a wide variety of occupations which may be classified in several ways.	4.0 begin to develop a recognition of the wide and increasing variety of occupations.	TOPIC: Wide Variety of Jobs 1. Children bring pictures relating to jobs an display them on a bulletin board according to job classification.

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Magazines	discover that jobs can be classified.	How well were the children able to classify jobs.
	discover that many jobs are interrelated.	

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LEVEL 3

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should . . .	(Include subject area, and brief description of activity.)
4. There is a wide variety of occupations which may be classified in several ways	4.0 Begin to develop a recognition of the wide and increasing variety of occupations. 4.1 Begin to recognize the various ways of classifying occupations.	TOPIC: Wide Variety of Jobs 1. Discuss: a. What is a family? b. To what family do you belong? c. How are families alike? d. How are families different? 2. Develop family tree showing occupations of members of family. 3. Develop another family tree showing occupations of ancestors. 4. List and classify jobs according to job families.

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
What Could I Be? SRA, pp. 12-15.		How many jobs were listed?
Parents and members of family.	realize that jobs fall into groups	How well were the children able to classify jobs?
Parents, grandparents.	realize that with the advancement of society many new jobs have been created.	

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL K

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
5. Work means different things to different people.	5.0 become aware that there are different kinds of work.	TOPIC: Kinds of Work 1. View filmstrips (Use these and any other appropriate filmstrips when you visit corresponding places suggested under concept 2)
	5.1 become aware of the different meanings work may have for individuals.	TOPIC: Meanings of Work 1. Briefly discuss that what is work for some people may be fun for others, i.e tieing shoestrings, zipping coats, putting on boots, etc.

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Oregon Elementary Library, Filmstrips: #B-33, B-34, F-8.	begin to understand that there are different kinds of work.	Did the students' interest increase?
	conclude that attitudes toward tasks may vary.	Are the children aware that work is not the same thing to all people?

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 1

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
5. Work means different things to different people	5.0 become aware that there are different kinds of work	TOPIC: Kinds of Work 1. View filmstrips Discuss the different kinds of work (This concept may be tied in with activities suggested for Concept 2)
	5.1 become aware of the different meanings work may have for individuals	TOPIC: Meanings of Work 1. Briefly discuss feelings about different tasks - how some enjoy, some dislike. i.e. learning to tie shoes, learning to write name. Discuss how feelings changed toward task once it was mastered

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Oregon film strip library Films #B-31, B-35, B-36,B-39	begin to understand that there different kinds of work	Did the student's interest increase?
Children's past experience Oregon Elem. Library Filmstrip #H-10, "Working Together"	conclude that what is work for some people may be fun for others	Do the children seem to understand that work is not the same for all people?

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 2

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should:	[illegible]
5. Work means different things to different people.	5.0 become aware that there are different kinds of work.	1. [illegible] paid [illegible] following [illegible] paid [illegible] volunteer [illegible] a class [illegible]
		[illegible] Meaning of Work
	5.1 become aware of the different meanings work have for individuals.	1. Ask two volunteers to [illegible] the bell. Pick one who has volunteered and one who has not. The same could be done with other jobs.

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Magazines, newspapers, filmstrip: Elementary Library #B-40.	begin to discover that there are different kinds of work. learn new words.	Are the children practicing critica thinking? Use of new words.
	conclude what is work to one person, may not be work for another.	How many members of the class show interest in the role playing activity?

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 3

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
5. Work means different things to different people	5.0 become aware that there are different kinds of work	TOPIC: Kinds of Work 1. List occupations that would fall into the following categories: Paid Work Volunteer Work Physical Work Mental Work
	5.1 become aware of the different meanings work may have for individuals	TOPIC: Meaning of Work 1. Role play. Have 2 children do the same job. i.e., Write a 4 line poem. (Ask children, "Who would like to write a poem?" Then choose a child that wants to write the poem and one that does not want to write one.)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	Of specific activity The student should	
Film strips. I.E. E-37-Air Transportation and you. E-39-Seeing the Airport: Air Trans portation and other film strips in Elementary Library	begin to understand that there are different kinds of work learn new words	Are the children practicing critical thinking Use of new words
Children in classroom	conclude that what is work to one person may not be work to another	How many children showed interest in the role playing?

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL K-3

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
6. Education and work are interrelated	6. recognize that different kinds of work require varying degrees and types of educational preparation.	1. Have children compare occupations in this country with that of the foreign countries studies in Social Studies. What educational preparation do they need here and in the foreign country? i.e. farming in Norway and in Wisconsin
	6.1 become aware that occupational requirements and competencies influence the content and direction of educational preparation.	

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Social Study Units Pamphlets Parents	become aware that the amount of education needed may vary with occupations and geographical location.	Do all jobs require the same amount of education? Do all jobs require the same kind of education? What effect does location have on job preparation?

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

VEL K

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Individuals differ in their interests, abilities, attitudes and values	7.0 begin to differentiate oneself from others.	TOPIC: How We Differ 1. Group and regroup the children according to physical characteristics. Have the children move to specified area in the room according to the following classifications: boys and girls short and tall hair color eye color slacks and dresses color of clothing
	7.1 become aware of the various ways individuals differ. (interests, abilities, attitudes, values, aptitudes)	1. Make a class wishbook. Ask each child to bring a picture of something he wishes he could have

CAREER DEVELOPMENT GUIDE
Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
	discover that we are all alike in many ways but each have individual differences	Did the children discover likenesses and differences of individuals
Magazines, catalogs, etc.	become aware that we have individual desires and interests that may differ from those of our peers	Note the variety of items chosen by the children

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 1

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
7. Individuals differ in their interests, abilities, attitudes and values	7.0 begin to differentiate oneself from others	TOPIC: How We Differ 1. Play the game, "I Am Thinking of Someone." A child can be "it". He secretly selects someone whom he describes to the class. He may choose to answer questions about the person. 2. Draw self portraits. Have class place correct names with pictures
	7.1 become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)	1. Make a form for children to fill in their responses to such items as favorite color, favorite activity, number of people in family, pets, hair color, age, etc. Can make accompanying pictures. Discuss sheets

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
	realize that all people are different in some aspects	Do the children see that everyone is different?
	become aware that people's appearances are different	Can the children match the names with the correct pictures?
Teacher-made form	become aware that we have individual interests, abilities, and desires that may differ from those of our peers	Are there many variants in their responses?

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 2

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
7. Individuals differ in their interest, abilities, attitudes, and values.	7.0 begin to differentiate oneself from others	TOPIC: How We Differ 1. Make a self-portrait. Exchange pictures among the children and have each child try to identify the picture he has been give 2. Send a letter to the parents requesting a baby picture of their child. Ask them to write the name of their child on the back an seal the picture in an envelope so that the identity may be kept temporarily secret. Put the pictures on a bulletin board for the children to identify. No child may identify his own.
	7.1 become aware of the various ways individuals differ (interests, abilities, attitudes, aptitudes, values.	1. Complete "What I Like" form

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
children's creativity Baby picture of child	become aware of how we can identify each other by their individual characteristics	Were the children able to recognize their classmates?
See Addendum #5	become aware that we have individual interests, abilities, and desires that may differ from those of our peers	Are there any variants in their responses?

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

EVEL 3

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
7. Individuals differ in their interests, abilities, attitudes and values.	7.0 begin to differentiate oneself from others.	TOPIC: How We Differ 1. Add to family tree What I Like (Refer to Concept 1, Obj. 1)
	7.1 become aware of the various ways individuals differ (interests, abilities, attitudes)	2. Letters to pen pals in foreign countries. (Those studied in Soc. Studies.) Have children find out hobbies and interests

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Refer back to "What Could I Be?" SRA-(Concept 1, Obj. 1) Family	begin to understand that children differ from each other the world over	The number of children corresponding to foreign students and quality correspondence.
SRA. Focus on Self Books and filmstrips on children of foreign countries. Lists found in Soc.Stud. Guide Book Foreign Exchange Students Slides		

SUPPLEMENTARY MATERIAL
FOR K-3

I'm GLAD Attachment 1

I'M GLAD I'M ME!

By Joyce Garner

I'm glad I'm me!
I'm special 'cause I'm me.
I've got two arms,
And so have you.
I've got two legs,
And you have, too.
I've got two eyes,
One mouth, one nose;
I've got two ears
And I suppose
That you have got
Those same things, too.
So in some ways
I'm just like you
But I've my own
Personality.
And that's what makes
My special me.

I'm glad you're you!
You're special 'cause you're you.
You've got two arms,
And I have too.
You've got two legs-
Just like I do.
You've got two eyes,
One mouth, one nose;
You've got two ears
And I have those.
We're much alike,
It's plain to see,
But you're still you
And I'm still me.
Your Personality
Belongs to you
And that makes you
So special, too.

WHAT WOULD YOU LIKE TO DO?

by Gayle L. Kloppenburg

What kind of work would you like to do
When you're all grown up and not in school?

Would you like to be a doctor who helps make people well?
Would you like to be a salesman with something fine to sell?

Would you like to be a pilot flying high up in the air?
Or a fireman or a policeman helping people everywhere?

Would you like to teach nice boys and girls to read and write
and spell?
Whatever job you choose to do, work hard and do it well!

SUPPLEMENTARY MATERIAL
FOR K-3

THE COBBLER

by Eleanor Alletta Chaffee

Crooked heels
And scuffy toes
Are all the kinds
Of shoes he knows.

He patches up
The broken places
Sew the seams
And shines their faces.

YOU'VE GOT TO DO IT

by Fred Rogers

You can make-believe it happens,
or pretend that something's true
You can wish or hope or contemplate
a thing you'd like to do,
But until you start to do it,
you will never see it through
'cause the make believe,
pretending just won't do it for you.

You've got to do it.
Every little bit, you've got to do it, do it, do it, do it,
And when your through, you can know who did it
For you did it, you did it, you did it.

If you want to ride a bicycle
and ride it straight and tall,
You can't simply sit and look at it
"cause it won't move at all,
But it's you who have to try it,
and it's you who have to fall (sometimes)
If you want to ride a bicycle
and ride it straight and tall.

CHORUS
If you want to read a reading book
and read the real words too,
You can't simply sit and ask
the words to read themselves to you,
But you've got to ask a person
who can show you one or two
If you want to read a reading book
and read the real words, too.

SUPPLEMENTARY MATERIAL
FOR K-3

Attachment 2

INSTRUCTIONAL MATERIALS AND RESOURCES (Continued)

Hawkes, Hester. Tamis' New House.

Hurd, Edith Thacher, and Hurd, Clement. Somebody's House.

Leavitt, Jerome. Tools for Building.

Miles, Betty. A House for Everyone.

Provas, Malcolm. How We Get Shelter.

Urell, Catherine, and others. Big City Homes.

Wilder, Laura Ingalls. Little House on the Prairie.

Zaffo, George J. The Big Book of Real Building and Wrecking Machines.

Pamphlets:

Bricklayers (Occupational Brief #22). SRA.

Plumbers (Construction), Chronicle Guidance Publication.

Carpenters. Hardia Careers.

Carpenters (Occupational Brief #23). SRA.

SUPPLEMENTARY MATERIAL
FOR K-3

Attachment 4

Interdependence of Workers

Little Girl:	Storekeeper, I'd like to buy a cotton dress.
Storekeeper:	I'm sorry. I haven't any cotton dresses right now. I'll have to go to the factory man. (Walks to another boy.) Factory man, a little girl wants to buy a cotton dress. I haven't any. Can I get one from you?
Factory Man:	I'm sorry. I haven't any cotton cloth. I'll see if the millman has some. (Goes to the millman.) Millman, have you some cotton cloth to make a dress for a little girl?
Millman:	I'm sorry, but I haven't any cotton to make cloth. I'll go to the farmer to see if he has some. (Walks over to the farmer.) Farmer, I need to make a cotton dress. Have you some cotton I can buy?
Farmer:	I have some planted, buy we'll have to wait for it to grow. (Pantomine by children acting as sun and rain.) Now I'll have to as the cotton picker to pick it. (Goes to cotton picker.) Cotton Picker, will you pick the cotton for me?
Cotton Picker:	Yes, I'll be glad to. (Pantomines picking of cotton and takes it to farmer. The farmer takes it to the factory man, the factory man, who gives the dress to the storekeeper. He hands it to a worker who takes a dress box and gives it to a little girl, who thanks him and hands him five bills. He keeps one and hands four to the millman, who thanks him and passes part of the money down the line until all have shared in the profits.

SRA

SUPPLEMENTARY MATERIAL
FOR K-3

Attachment 5

What I Like

I am a girl, ______, a boy_____. I am ____________________

years old and am in_______ grade at__________school.

1. The color I like best is ____________________________.
2. The name I like best for a girl is __________________.
3. The name I like best for a boy is ___________________.
4. If I could have the animal I'd like for a pet, I would like to have a ____________________________.
5. My favorite TV program is ____________________________.
6. The game I like to play in the house is ______________.
7. The game I like best to play outside is ______________.
8. The subject I like best in school is ________________.
9. My favorite playmate is _______________________________.
10. L like to read about _________________________________.
11. The name of the story I like best is _________________.
12. The job I like to help with at home is _______________.
13. My hobby is ____.
14. The things I like to collect are.________________________.
15. I like to __________________ on my vacation.
16. The time of the year I like best is _________________.
17. The person I would most like to be is _______________.
18. My favorite food is __________________________________.
19. My favorite color is _________________________________.
20. On Saturday I like to ________________________________.

SUPPLEMENTARY MATERIAL
FOR K-3

Attachment 6

EVALUATION

These questions may be used in conjunction with any of materials presented in this section for evalustion purposes.

1. Are the students learning to cooperate?
2. Are the students growing in self-confidence?
3. Are the students developing, inquiring and exploring attitudes?
4. Has the pupil received basic concepts?
5. Have students learned how to locate materials?
6. Did students realize that learning is fun?
7. Have students learned new words?
8. Did students improve in reporting to the class?
9. Did pupils ask questions freely?
10. Are students practicing critical thinking and problem-solving skills?
11. Did students show leadership qualities?
12. Were students able to state ideas clearly?
13. Are students learning to use a variety of new materials?
14. Does the class show a greater interest in concepts presented?
15. Are pupils gaining facility in vocabulary?
16. Are students developing good listening habits?
17. Did students' interests increase as unit progressed?
18. What are the attitudes of the group concerning the workers performing different jobs?
19. Is there a marked degree of respect for the jobs others do for us?
20. Are the children beginning to see the difference between fact and fantasy?
21. Do students realize the relationship of workers and those they render services for?
22. Is there an increasing awareness of the importance of work?
23. Do children understand the meaning of the vocabulary presented?
24. Do pupils understand that some jobs require more skills than others?
25. Do pupils understand that some jobs pay more than others?
26. How many members of the class showed interest in class discussion?

SUPPLEMENTARY MATERIAL
FOR K-3
Attachment 2

SUGGESTED LETTER TO PARENTS
OREGON CONCOLIDATED SCHOOL

Dear Mr.______________________________:
(parent or guardian)

The students in our class are studying about the importance of all types of work. We want to learn more about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in___________________'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?_____________________________
2. What are some of your duties? ____________

____

3. Is there anything about your work which the children in our class would enjoy seeing (Pictures, Materials, tools, uniforms, etc.)?

____

____

4. Would a field trip to your place of employment be beneficial at this grade level?_________________________

Thank you for your consideration.

____
Sincerely yours,

SUPPLEMENTARY MATERIAL
FOR K-3
Attachment 3

INSTRUCTIONAL MATERIALS
AND RESOURCES

Books

Skarr, Grace. The Little Red House.

Barr, Donald The How and Why Wonder Book of Building.

Galdone, Paul. The House that Jack Built.

Lenski, Lois. We Live in the City.

Stanek, Muriel and Hohnson, Barbara. How People Live in the Big City.

Yates, Raymond. A Boy and a Battery.

Hurd, Edith Thacher. Benny the Bulldozer.

Ray, Bert. We Live in the City.

"Tell the Story," pages 73-74; "Father," page 54; "Look and Tell," page 4; "Come and Work," pages 19-22; "The Play House," pages 57-62; Manual for teaching the Reading Readiness Program. Fun with Tom and Betty. Games to Play. Ginn Basic Series.

Hardy, Kay. How to Paint and Wallpaper.

Yates, Raymond F. The Boys Book of Tools.

Hamilton, Edwin T. Home Carpentry.

Burns, William A. A World Full of Homes.

Carter, Katherine. The True Book of Houses.

Colman, Hilda. Peter's Brownstone House.

Goodspeed, J.M. Let's Take a Trip to Watch a Building Go Up.

Heder, Berta, and Hader, Elmer The Little Stone House: A Story of Building a House in the Country.

INSTRUCTIONAL MATERIALS AND RESOURCES (Continued)

Hawkes, Hester. Tamis' New House.

Hurd, Edith Thacher, and Hurd, Clement. Somebody's House.

Leavitt, Jerome. Tools for Building.

Miles, Betty. A House for Everyone.

Provas, Malcolm. How We Get Shelter.

Urell, Catherine, and others. Big City Homes.

Wilder, Laura Ingalls. Little House on the Prairie.

Zaffo, George J. The Big Book of Real Building and Wrecking Machines.

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Carpenters. Hardia Careers.

Carpenters (Occupational Brief #23). SRA.

Interdependence of Workers

Little Girl : Storekeeper, I'd like to buy a cotton dress.

Storekeeper : I'm sorry. I haven't any cotton dresses right now. I'll have to go to the factory man. (Walks to another boy.) Factory man, a little girl wants to buy a cotton dress. I haven't any. Can I get one from you?

Factory Man : I'm sorry. I haven't any cotton cloth. I'll see if the millman has some. (Goes to the millman.) Millman, have you some cotton cloth to make a dress for a little girl?

Millman : I'm sorry, but I haven't any cotton to make cloth. I'll go to the farmer to see if he has some. (Walks over to the farmer.) Farmer, I need to make a cotton dress. Have you some cotton I can buy?

Farmer : I have some planted, buy we'll have to wait for it to grow. (Pantomine by children acting as sun and rain.) Now I'll have to as the cotton picker to pick it. (Goes to cotton picker.) Cotton Picker, will you pick the cotton for me?

Cotton Picker: Yes, I'll be glad to. (Pantomines picking of cotton and takes it to farmer. The farmer takes it to the factory man, the factory man, who gives the dress to the storekeeper. He hands it to a worker who takes a dress box and gives it to a little girl, who thanks him and hands him five bills. He keeps one and hands four to the millman, who thanks him and passes part of the money down the line until all have shared in the profits.

SRA

SUPPLEMENTARY MATERIAL
FOR K-3

Attachment 6

EVALUATION (continued)

27. Did the children enjoy the learning activities?
28. What evidences are there that children have developed an attitude of respect toward the workers?
29. Do the children participate in role playing and dramatizations?
30. In whay ways have these units correlated with other subjects?
31. Did the children participate in decorating the bulletin board?
32. Do the children notice other children's choice of jobs?
33. Did students enjoy the field trips?
34. Were there evidences of an improvement in study skills?
35. How many times did boys and girls change their choice of jobs?
36. Are these choices of jobs determined by the jobs done by parents?
37. Are the students able to work in small groups?
38. Was there evidence shown of respect for group leaders?
39. Are the students able to work with large groups?
40. Do pupils' play habits reflect their pleasure of working together?

CAREER DEVELOPMENT GUIDE

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 4

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
1. *An understanding and acceptance of self is important throughout life*	1.0 *understand the importance of examining one's strengths and limitations*	*TOPIC: Self-image* *taken in language arts* 1 *Visit kindergarten, first grade, second grade followed by a discussion about the differences and likenesses observed.* 2 *Listen to music - describe the moods, feelings, it brings out*
	1.1 *understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style*	3 *Stories dealing with self-analysis* 4 *Use puppets and select appropriate activities*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Class visitation	1 see that there is a growth change	1. Teacher observation
2. Music Raindrops Peter and the Wolf Folk music Rhythmic selections	2 recognize his moods and their cause and effect	2 Parent-teacher conference evaluation of changes
3. Boys' Life W E A Journal Teen Age Tales Books (D C. Heath) Guidance materials	3 realize that he can make changes in his reactions to situations	
3-4. Guide-Focus on Self Improvement, SRA		

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 5

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Self-image in the languate arts program*
1. *An understanding and acceptance of self is important throughout life*	1.0 *understand the importance of examining one's strengths and limitations*	1. *Initiate with the making of puppets* 2. *Write a hypothetical story for someone to complete* 3. *Write "My Opinion of the Big Shot."* 4. *Follow up using the puppets with appropriate suggestions from the American Guidance materials and the SRA - Focus on Self-Development*
	1.1 *understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style*	1. *Auto-biography* 2. *Scrapbook-pictures showing expressions that are reflected in various moods*

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Teen Age Tales Book A, p. 105	1. have a better understanding of his strengths and weaknesses	1. Pupil-teacher conferences
2. Manual and Materials A. G. S.	2. recognize that all people have strengths and weaknesses	2. Parent-teacher conferences.
3. American Guidance Materials		3. Teacher observation
1. Focus on Self Development	1. realize that he has feelings and will identify with others.	1. Pupil-teacher evaluation of scrapbook.
	2. have a responsibility to try to show control.	2. Pupil-teacher evaluation of auto-biography in relation to how it relates to the objective.

CAREER DEVELOPMENT GUIDE
Oregon Consolidated Schools

LEVEL 6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Self-image in the language arts program*
1. *An understanding and acceptance of self is important throughout life*	1.0 *understand the importance of examining one's strengths and limitations.*	1. *Initiate with a sociogram by using a questionnaire* 2. *Follow-up with a survey of likes and dislikes.* 3. *Read stories from the Reading Guide of Four Units section 2 - peers list qualities displayed by the characters*
	1.1 *understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.*	1. *Write a paragraph using one of the titles* a. *"The Great Me"* b. *"I'm Really Great At . . "* c. *"I'm Important To My Family"* d. *"I could Be a . . "* 2. *Group tasks - chart qualities other than physical* 3. *Use appropriate selections and activities from Reading Guide of Four Units* 4. *Write a hypothetical situation of Right and Wrong*

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Social Science Laboratory Units SRA	1. recognize that his likes and dislikes have an effect upon his relationship to the group.	1. Teacher-parent conference
3 Reading Guide of Four Units	3 realize that his social values may change from his contacts with his peers	3 Child-teacher conference
1. CESA Filmstrip Leaders and Followers		1 Each child will make a list that best describes himself He will divide the list into those things which can be changed and those which cannot be changes
	4. learn to weigh his values in relation to the values of those of his peer group	

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 4

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Dignity*
2 *Persons need to be recognized as having dignity and worth.*	2.0 *accept that people bring dignity and worth to their job*	1. *Discuss the jobs you do around your home* a. *Why are they necessary?* b. *what happens if you do a good job?* c. *How did you feel when you were assigned the work? Did your feelings influence the quality of the work?* d. *What were your feelings when you were finished?* 2. *Develop a sheet of work standards applicable to his doing a satisfactory task in school, ie completes this task* 3. *Discuss how this sheet of work standards can apply to the workers in different jobs in the work world.*
	2.1 *appreciate the manner in which work may provide the opportunity for individual to enhance his dignity and worth*	1. *Resource personnel from various fields telling class why their work is important and why it gives them satisfaction*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Home tasks	1. discover that his tasks at home are vital to the well-being of his family	1. Quality of class discussion.
	2. discover that his feelings and outlook upon work have an effect upon the results	2. Pupils determine if they have changed their attitude toward their tasks at home as a result of this unit
	3. realizes that all jobs have dignity and worth	3. Discussion Does the pupil view his work at school as a job task comparable to a job task in his community?
1. Nurse, custodian, principal, plumber electrician, etc.	1. realize that there can be a pride of acievement in all tasks	1. Responsiveness of student to speaker

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 5

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC: Dignity of work taken in language arts
2. *Persons need to be recognized as having dignity and worth*	2.0 *accept that people bring dignity and worth to their job.*	1. *List or discuss the workers who affect their lives in one day away from home.* 2. *Interview some member of his (the pupil) household* a. *how does his job contribute to the well-being of others?* b. *why are they proud of what they are doing?*
	2.1 *appreciate the manner in which work may provide the opportunity for individual to enhance his dignity and worth.*	1. *Write a code of ethics for the employer and the employee.* 2. *Make a bulletin board emphasizing character: kindness, courtesy, loyalty, patience, etc. of the employee*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Worker interview	1. discover that many workers contribute to his welfare	1 Pupil-teacher conference regarding change in quality of work
2 Home	2. discover that parents are proud of the work they are doing.	
Wonderful World of Work Series film record 4-6 201, 202	recognize that the work of his parents is vital to the livelihood of others	1 Through a rating scale explore the pupils attitude regarding various workers (maybe given both before and after unit)
Wonderful World of Work Series K-6 Telephone Workers	2. learn that character can be developed through menial tasks	

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Oregon Consolidated Schools

LEVEL 6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Dignity of work*
2 *Persons need to be recognized as having dignity and worth*	2.0 *accept that people bring dignity and worth to their jobs*	1. *Role play employer-employee using positive and negative actions about employee's job.* 2. *Select an occupation, list jobs within - house* *architect, carpenter, mason, electrician, etc.*
	2.1 *appreciate the manner in which work may provide the opportunity for individual to enhance his dignity and worth*	1. *Discuss - "Do you think some jobs are more important than others?"* 2. *Have a one weeks' contest during which the children have a chance to earn a "lapel tags" for displaying qualities of character: patience, helpfulness, etc.*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
	1. realize that outward expressions can display his attitude toward work	
	1. discover that the securing of a job may depend upon his mannerisms at the time of his interview	
2 D O T Encyclopedia of Careers, Vol I & II	2. discover that every job should have equal dignity and worth	
		1. Through a questionnaire attempt to determine a change in awareness of dignity of all work
2 Filmstrips H-10 Working Together	2 learn that the quality of the finished product may enhance his worth	
	2 show through his actions that he values the dignity and worth of others	

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 4

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief descriptio. of activity.) *TOPIC: Societal Needs* - *Social Studies or Language Arts*
3. *Work World* *Level I* *Occupations exist for a purpose*	3.0 *recognize some of the contributions occupations make to the advancement of society*	1. *Trace the history of transportation showing how it met needs and also has caused changes through using films, charts, murals, pictures, etc.*
	3.1 *recognize that occupations develop to fulfill needs of society*	1. *Resource people - Banker, Blaney Seed Co., School Administration, Power & Light Co., etc. What changes have taken place in these businesses relative to types of jobs and changes in work procedure?*
	3.2 *understand some of the contributions of occupations to the advancement of society*	1. *Write a "Just Imagine" story on the school of the future, transportation of the future, cars of the future, or similar topics suggested by pupils*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
3.0 & 3.1 1. Films BAVI Filmstrips CESA Visual Teaching Portfolios Fiedler-Learning Center	1. understand that transportation changes have come about as local, state, and international needs have changed	1 An examination of the murals, stories, charts to determine phases of change in transportation taken place
	recognize that transportation advancement has in turn brought about social advancement	Draw 3 phases of transportation and explain how each phase has caused a change in society
	1 understand that as society advances some jobs cease to be and other jobs come into being	1. Choose an occupation and illustrate changes that have taken place over a period of years to meet social needs
	learn that work hours and procedures change as community needs change	
1 Brainstorming sessions with the pupils to motivate the thinking on activity 3.2 - 1	1 increase their feelings relative to change by drawing upon their imagination	

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Oregon Consolidated Schools

LEVEL 5

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC: Societal Needs and the Advancement of Society - Social Study/Language Arts
3 Work World Occupations exist for a purpose	3.0 understand that occupations develop from social needs	1 Panel discussion on how societal changes have provided more leisure time for individuals a new industries opened, i.e. snowmobiles, winter resorts b necessitates people planning for wise use of leisure time
	3.1 recognizes some of the contributions occupations make to the advancement of society	1 Make an illustration to show relationships of the space program to societal changes as illustrated
	3.2 recognize that occupations develop to fulfill social needs	1 Make a scrapbook related to the space industry to be used as a "springboard" for suggested activities, i.e. chart of new jobs, list of benefits to society, list of industries

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
	1. understand that the advancement of society has given more leisure time	1 Class summation of projects.
	1. learn that the wise use of leisure time requires time and planning	
1 super 8 MM loop Apollo II: Exploring the Moon Walk in Space Filmstrip 1 & 2	1. know that to meet the needs of and advancing society requires change	1 Quality of class discussion on why the need for change
1 CESA N-269 Flight Around Moon N 270 Flight Into Space N-302 Flight to Mars N-593 Man and the Moon N-660 Man Becomes an Astronomer N 661 Man Discovers the Atom N 676 Man in Flight N-677 Man into Space	1 feel that an industrial program is fulfilling a need and is also causing industries to come into being	1 pupil-teacher evaluation of scrapbooks, charts, diagrams and other materials
1. magazines, industry brochures newspapers, family members		

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LEVEL 6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Societal Needs* - *Social Study or Language Arts*
3 *Work World* *Level III* *Occupations Exist for a purpose*	3.0 *recognize some of the contributions occupations make to the advancement of society.*	1. *Develop projects to illustrate that ecological needs are demanding changes in industries, jobs, i.e. insecticides, detergents getting rid of wastes*
	3.1 *understand that occupations develop to fulfill social needs*	1. *List insectides that have been banned* 2. *Select an industry that has had to make changes because of ecological needs such as power plant restricting power loads*
	3.2 *appreciate the contributions of occupations to the advancement of society*	1. *Group tasks with the illustrations using Sears & Roebuch Catalog 1895 and 1971 showing change in toys, recreation equipment, furniture, clothing from the year 1895 with 1971*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Newspaper, magazines county agent's office	1. discover through the changes in products like detergents, insecticides, etc., we've produced to meet needs, other jobs have been created.	1. Select a product and illustrate how it has changed and the societal effect due to these changes i.e. chart "Then-Now" written or a mural
1. Write to industries in Madison or state wide to ask for brochures regarding what they are doing in the field of ecology	1. understand continual evaluation is necessary to insure that societal needs are being met	1. class summation of projects through discussion.
1. Sears & Roebuck catalog 1895 Sears & Roebuck catalog 1971	1. know that changes constantly come about as societal change.	1. Comparisons
	1. discover that prices are an index to societal and industrial standards and change	

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Oregon Consolidated Schools

LEVEL 4.

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC: Some Workers Produce Goods, Others Produce Services Language Arts/Health
4. There is a wide variety of careers which may be classified in several ways	4.0 recognize that there is a wide and increasing variety of occupations	1. Using the main heading in the yellow pages of the telephone book, classify the main headings as goods producing or service occupations 2. Resource people: a. goods producing b. services
	4.1 understand the various ways of classifying occupations	1. Select a career you think you would be interested in a. classify the job b. write what qualifications that job would need c. write the qualifications you think you have

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. *Filmstrip: M-43, Skills and Talents* *Film: BAVI, Health Careers* *Telephone book, school nurse, skilled laborer, mother* *371.42 Greenleaf - Occupations and Careers*	1. *learn that the telephone book serves as a guide for those who are seeking goods producing or service producing workers.*	1. *Written explanation of a hypothetical situation in the home requiring services. Use yellow pages in telephone book to select various workers that you might need to correct the situation.*
1. *Use card catalog for specific occupations. I e* *340N - Nurse So You Want To Be a Lawyer* *Community Resource Guide*	1. *realize that goods producing and service occupations are essential to community life*	1. *List goods producing jobs you could be interested in. Also service producing jobs.* *Divide room into groups use bulletin boards or murals to summate goods producing and service jobs.*

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Oregon Consolidated Schools

LEVEL 5

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Some Workers Produce Goods, Others Produce Service* Language Arts/Health
4 There is a wide variety of careers which may be classified in several ways	4.0 recognize that there is a wide and increasing variety of occupations	1. Select an occupation i.e. health that has goods producing and service producing - make a chart 2. Select one career associated with goods producing or service occupations and investigate in some depth. Have each child follow a form as an investigation outline. Name of occupation________________ Duties of worker________________ Where he will work________________etc
	4.1 understand the various ways of classifying occupations	1. Use two filmstrips to illustrate goods producing and service producing occupations 2. Use help wanted ads from newspapers as a means of classifying

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 *Filmstrips: C-2, Policeman's Career K-12, Story of Leather*	1 *learn than an occupation can have both goods producing and service rendering jobs within it*	1 *Teacher-pupil-class evaluation of research of selected career project* 2. *Multiple choice and competition test*
1. *Wisconsin State Journal, Capital Times, Oregon Observer*	1 *discover that there is a wide and increasing variety of occupations and that these occupations can be classified as goods producing and service occupations.*	1 *Written paragraph on "Why I prefer a job as a producer of goods "* *or* *"Why I prefer a job that gives services "*

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Oregon Consolidated Schools

LEVEL 6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC: Some workers produce goods, others produce services Language Arts/Health
4 There is a wide variety of careers which may be classified in several ways	4 0 recognize that there is a wide and increasing variety of occupations	1 Play password games concentrating with terms specific to goods producing and service producing
	4 1 understand the various ways of classifying occupations	1 List parent occupations and classify as to goods producing and service occupations 2. Classify occupations in Oregon-Madison 3. Make charts of job classifications 4 Make a scrapbook of pictures illustrating the above classifications

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Use of filmstrips to show goods producing or services	1. see that occupations can be classified basically as goods producing or services	1. Thoroughness of students playing password as to goods and service producing
	1. realize that workers who produce goods may also be providing a service	
1 Parental interview	1 3 have actual experience with job classification	1. Short matching test of occupations
2. Community		2 Short matching test of occupations.
3 CESA I 276 The Nurse Aide, I 288 The Variety Store, I-289 The Waitress O 96-98 Bus Driver, O-185 Corn Farmer, O-267, 268 Fireman, O 679 Policeman, O-853 The Dentist, O-854, 855 The Doctor O 909 915 Barber Beautician, Fish Store, Newspaper Store Optometrist Pharmacist		3. pupil-class evaluation of charts
4 Magazines		4. Pupil-class evaluation of scrapbooks.

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 4

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Work As It Relates To The Worker*
5. *Work means different things to different people*	5.0 *understand the various ways of describing meanings of work.*	1. *Choose 2 different occupations, compare work involved*
	5.1 *understand that work has a personal meaning to every person.*	1. *Class discussion questions* a. *what does work mean to you?* b. *what is the difference between work and play?* c. *why does your father work?* d. *what is the difference between work and a hobby?* e. *is a job always interesting?*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Film: Why Do People Work Check card catalog for occupations interested in Magazines, encyclopedias	1. understand that the word work may have different meanings	1 Comparison shown by student in two occupations chosen.
1 Parent interview	1. understand that work has a personal meaning	1 Quality of class discussion

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LEVEL 5

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *SOCIAL STUDY*
5. Work means different things to different people	*5.0 understand the various ways of describing meanings of work*	*1 Draw a picture of the worker the pupil would most like to be; illustrate types of job tasks under this; summarize why he would like to be the worker.*
	5.1 begin to assess the meanings work may have to individuals	*1 List the advantages-disadvantages of being:* *a a lawyer* *b a carpenter* *c a doctor* *d a plumber* *e a truck driver*
	5.2 understand that work has a personal meaning to every person	*1 Role playing interview for a job application revealing their feelings toward work responsibility* *2. Field trip to radio and television station* *a different jobs* *b which would you rather do? Why?* *c satisfaction from each*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Encyclopedia of Careers Vocational Guidance Vols. I, II Speakers Interview workers	1. identify with the career that you are now considering. Assess what this means to him	1. Evaluating the work they suggested as to accuracies and misconceptions relative to it.
	1 recognize that there are disadvantages as well as advantages in all occupations	1 discussion on how the worker accepts and adjusts to the advantages and disadvantages of his work
W H A W I. B U	1 recognize that in an interview he reveals feelings relative to the work.	1 Teacher-pupil evaluation of the job evaluation
	2 discover that a work field frequently has both skilled and unskilled jobs within it	

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Oregon Consolidated Schools

LEVEL 6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Work As It Relates To The Worker*
5 Work means different things to different people	*5.0 understand the various ways of describing meanings of work*	*1 Write letters to successful people. What do they like about their jobs?* *2. Draw a parallel between a student and a worker: a. time table* *b. foreman* *c. task* *d. responsibilities*
	5.1 begin to assess the meanings work may have to the individual	*1 Use tape recorder for role playing interview. Why I Think my Job is the Most Interesting Job in the World* *2 Girls: "Why I Think Jobs (formerly closed to women) Should Be Opened to Them."*
	5.2 understand that work has a personal meaning to every person.	*1 Listen to a record and discuss:* *a. what is your feeling as a listener?* *b. What was the musician's purpose for performing?* *c. what did it mean for the musician in preparation?*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Letters to resource people such as in a Co Agricultural office b State Office Building c City County Building d Labor Office	1. discover that successful people enjoy their work	1 Class summation of the letters: likes and dislikes.
2 Encyclopedia of Careers and Vocational Guidance Vol I II	2 discover the meaning of work as he identifies himself as a worker in the school situation	
1 Tape recorder	1. discover through role playing that jobs are interesting, appealing and rewarding.	1. Analysis to determine if there is a common thread of satisfaction in all of the jobs discussed
2. Newspaper, magazines Modern American Career Woman Clymer Erlich (Dodd Meaden Co,)	2 recognize that more jobs are being opened to women than formerly 2 recognize that women should bring the necessary qualifications to the job	2 Using daily newspapers find examples of daily work available for "men and women"
1. Selections such as Sidewalks of New York, Skaters Waltz Raindrops Keep Falling, Hawaii Calls Book Wonderful World of Music - Britten (Doubleday Publisher)	1 understand that work has different meanings and significance to the performer as opposed to the consumer (listener).	1 Illustrate "As I See It" from the spectators or from the performers viewpoint.

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Oregon Consolidated Schools

LEVEL 4

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Work Requires Training/Education* *Social Studies*
6. *Education and work are interrelated* *Level I*	6.0 *realize that different kinds of work require varying degrees and types of educational preparation*	1. *Contact a worker in your neighborhood - "What education or experiance has contributed to his success."*
	6.1 *realize that occupational competency requirements influence the kind and degree of one's educational preparation.*	1. *Write a story - "I Hope to Be a _____" Include training requirements needed and why he chose the work.* 2. *Have a personnel director speak to your class - "What I Look For When I Hire Someone."*

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Neighborhood, A prepared questionnaire to be used with the interview	1 become aware that all jobs or careers require some kind of education or training	1. Evaluate the questionnaire
1. Is My Job For You - Gardner John Day Co Encyclopedia of Careers and Vocational Guid Vol I,II Film - BAVI, Spotlight on People	1 realize that it is not too soon for pupil to be thinking about his future occupation and the kind and amount of training needed	1. Evaluate the story "I Hope To Be A _____" in relationship to his strengths in his school studies
2 Personnel director of company	2 realize that the person hiring sees the interrelationship between the education and training of the applicant and his native abilities	2. Summate by selecting a job and listing the educational requirements and abilities the job requires charts, bulletin board, written

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Oregon Consolidated Schools

LEVEL 5

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Work requires training/education* *Social Studies*
Education and work are interrelated *Level II*	6.0 *realize that different kinds of work require varying degrees and types of educational preparation*	1 *Resource people:* a *secretary - job training* b *teacher - " "* c *plumber - " "* d *vocational school representative - job training*
	6.1 *realize that occupational competency requirements influence the kind and degree of one's educational preparation.*	1. *From yellow pages of phone book:* a *list jobs requiring skill training* b *list jobs requiring higher education* 2 *Obtain some job application forms and discuss questions asked regarding qualifications*

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Resource people from different fields of work	1. realize that learning/education preparation is an ongoing process	1 Written: "What I Learned" about training requirements
1 Books S R A Jobs in Clerical Work Jobs in Mechanical Work Jobs in Building Construction Trades Filmstrip: "World of Work" series learning center	1. discover that the resource people have had special training or education for their jobs	1 summation-select three types of jobs: a one requiring apprenticeship b one requiring technical training c one requiring academic education
	1 discover that all jobs require some degree of education or training	
1 Telephone Book	1 understand that the content of a job questionnaire interrelates experience, attitude, education, interest	1 class project preparing a job application form indicating what they have learned about interrelatedness
	2. discover that jobs may include a variety of preparation, i.e. apprenticeships, special trade schools, technical colleges and universities	

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Oregon Consolidated Schools

LEVEL 6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Work requires training/education* *Social Studies*
6 *Education and work are interrelated* *Level III*	6.0 *realize that different kinds of work require varying degrees and types of educational preparation*	1. *From help want ads.* a. *list those that require added training and type of training beyond high school.* b. *list those that have only age requirements* c *anticipate salary.*
	6.1 *realize that occupational competency requirements influence the kind and degree of one's educational preparation.*	1. *Name types of workers, contact various sources such as individuals or books for the education needed to qualify for the jobs* 2 *Develop a chart centered around an occupation showing classes in school required to help prepare for it*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Newspapers Magazines	1 be reinforced in his understanding that all jobs require some degree of education or training	1 Summate by preparing want ads for jobs and depicting requirements
1 Books: SRA Unusual Careers Encyclopedia of Careers Community Filmstrips: World of Work Learning Center Films: Careers in Phy. Ed; Careers in Recreation, Cream of the Crop Encyclopedia of Careers and Vocational Guidance Vol I II Discussion Guides and Manuals-Learning Center	1 be reinforced in his understanding that his job may require a variety of types of education 1 recognize that there are some jobs that are based on age requirements	1 List jobs requiring: a longest initial preparation time b short term initial preparation time c on the job apprenticeship preparation
	2 begin to give greater significance to school subjects in relation to job preparation	

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 4-6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: One perceives and understands himself in relation to others.*
7 Individuals differ in their abilities, interests, attitudes, and values *Level I*	*7.0 differentiate himself from others by describing how he resembles and differs from others.*	*1. Why is it important that there are individual differences?*
		2. Write an autobiography of yourself including early childhood characteristics, present day characteristics and goals of future
	7.1 understand the various ways of identifying and describing individual differences.	

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Current periodicals library	1 become aware that his interests, abilities, attitudes, and values are unique to himself and the work world requires people of many and varied attributes	1-2 Give pupils a role playing situation - individual role reactions class evaluation as to feelings expressed by the individual
2 Health book (MacMillan) Book: Focus on Self Development Filmstrip: Who Are You? (State Guide Self 4-6)	2 begin to understand himself	1-2 Have pupils cite an example where he has reacted differently in a similar situation since the unit was taken i.e. playground activities
2 Parents Infant growth development book kept by parent		

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LEVEL 4-6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
7. Individuals differ in their interests, abilities, attitudes, and values Level II	7.0 differentiate himself from others by describing how he resembles and differs from others	*TOPIC: One perceives and understands himself in relation to others* 1. Write a poem entitled "Me and Myself." Have read by teacher and use as a guessing game in identifying author. 2. Why do employers sometimes upon consideration of hiring adults ask for a letter of recommendation from one of the applicant's elementary teachers?
	7.1 understand the various ways of identifying and describing individual differences	1. Select an adult they admire most from reading a. what their interests were? b. what their abilities were? c. attitude toward others? d. their work, and how these interests, abilities, and attitudes affected it 2. Make two columns. a. list all ways people are alike b. list all ways people differ

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 S R S (for teachers) Discover Yourself	1 discover that in many ways people are alike and different	1 Have each pupil list ways he is like most of the pupils in the class and ways he is different from most of them.
Books: Shapiro-The Hank Aaron STory Colver-Louisa May Alcot Richardson Louis Armstrong Musky-Johann Bach Look under 92 in material center for more titles	1 discover that a person's attitude toward his work has been a big factor in his success.	1 Select three people as a scientist, a person in the sports field, a person in the entertainment field a list similarities and differences
Records B-60 John F. Kennedy B 41 Robert Fulton B 39 Andrew Carnegie I B Sam Houston Cassettes Jackie Robinson Joe DiMaggio	2 discover that the abilities of a successful person are those required of the job he is successful in	

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 4-6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: One perceives and understands himself in relation to others.* *Language Arts/Social Science*
7. Individuals differ in their interests, abilities, attitudes and values. *Level III*	*7.0 differentiate himself from others by describing how he resembles and differs from others.*	*1. By use of a skit demonstrate two people applying for a job showing positive and negative attitudes of himself.* *2. "What's My Line" - describe interests, abilities, attitudes, and values that would affect the job. Class guess what line of work he's in.*
	7.1 understand the various ways of identifying and describing individual differences.	*1. Initiate with song "I Gotta Be Me" followed by class discussion: individual attitudes and values vs. group attitude and values.* *2. List all the interests, abilities, attitudes, and values they can think of connected with work: classify under varied jobs - politician, taxi driver, garbage collector.*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
	1. recognize that in an interview the employer is attempting to recognize attitudes and interests as revealed by the applicant	1. Quality of skit
2. Library resources Filmstrip 6-10 Jr High Careers in the World of Tomorrow	2. attempt to relate his interests, attitudes, and values to various job requirements	
1. Song - "I Gotta Be Me" RCA Record Record plus copies of words	1 discover every individual is unique a self understanding and acceptance has to be acquired before a person can operate successfully b be aware that he determines his own values and holds to these under pressure when he feels he is right c. discover that a goal to strive for is related to happiness	1 Written: a List characteristics common to the class b List characteristics common to several individuals c List characteristics you perceive as specific to you
2 Encyclopedia of Careers Vocational Guidance Vols I, II	2 discover that all jobs a have some common characteristics b have some characteristics specifically related to that job	2 Written: "What is your goal relative to the Work World?" Why?

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 4-6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Agriculture-farming* *Social Studies*
8. Occupational supply and demand has an impact on career planning *Level I*	*8.0 be aware that occupational supply and demand has an effect upon career planning.*	*1. Make a bulletin board of farming Then (1900) - Now (1971)* *2. Debate or panel discussion on the topic - Health hazards and its effect on growing of tobacco.*
	8.1 have an awareness of employment trends and changes	*1. Make a list of jobs that have been created because of the changes in farming.*

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Resource Personnel	1 recognize that the demand for workers on Wisconsin farms has changed.	1. Quality of discussion following speakers comments
8 0 8 1 - 1. Filmstrips B-13 Producing the World's Food B-15 Producing the World's Goods J-7 Industry changes America G-32 Agriculture H-24 Middle States B-50 Life on a Small Farm C-1 Life on a Large Ranch	1 understand that through specialization and economic demands the small farmer has been replaced appreciate that economic and social demands influence production	
Film: Agriculture U S A Cheese and Cheese Making Uncle Jim's Dairy Farm	1 discover how changes in farming changed occupational demands relative to it	1. Choose a farm in 1900 and 1971 and depict yourself on those farms through one of the following ways: 1. art project 2 paragraph 3 cartoon 4 play
Books: Farms Howard 630 Tiffring - Dee And Curtis on a Dairy Farm 637 Wilder - Farmer Boy FIC Hunt - Ladycake Farm - FIC Wisconsin Blue Book Howell - Land of the Great Lakes P. 153-204 Fideler - The Midwest, p. 86-97 Carpenter - Enchantment of America Wisconsin, 43-55 Appropriate Badger Histories	1 realize that continual changes take place in occupations which in turn affect future career planning	Class summate the changes that have taken place in farming

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LEVEL 4-6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Occupational supply and demand has an impact on career planning *Level II*	*8 0 be aware that occupational supply and demand has an effect upon career planning*	*TOPIC: Ecology Social Study* *1. Make a scrapbook of pictures, clippings of workers who are engaged in pollution control*
	8.1 have an awareness of employment trends and changes	*1. Make a study of a recycling project and list the workers who are involved in the project in the Oregon area* *2. List industries which will be affected through the public awareness of pollution control (car industry, salvage -*

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Films We Share the Land Polution, Cause and Control Conservation in Action Renaissance of a River Better Fishing Valley of Still Water Work of Rivers The Forest The Frying Pan and the Fire Filmstrips The Underwater Environment W/R The Role of Trees in the Environment W/R Man in His Environment W/R Transparency Conservation: Pollution Resource Personnel Books Buchsbaum - Basic Ecology 574 McCaftery - The Swamp Fic Pringle - Ecology 574 Raskin Pyramid of Living Things 574 Selsam Birth of a Forest 574 Ecology Life Periodical 634	1 discover that environmental studies are creating new jobs 1 realize that social changes affect industrial changes which cause some jobs to be lost and new jobs to appear	1 Pupil and teacher evaluation of scrapbooks
	1 knowledge of new jobs created by ecological impact	1 Summation in writing of the effects of ecology and my future 2 discussion evaluating the industries in the Madison area which have been affected by ecology

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
8 *Occupational supply and demand has an impact on career planning.* *Level III*	8.0 *be aware that occupational supply and demand has an effect upon career planing.*	*Social Study* *to follow the unit on handicraft*
	8.1 *have an awareness of employment trends and changes.*	

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
8.0 & 8.1 *Films,* *Resource Personnel* *This is an integrated unit - see the resource list in the Social Study Guide*	*8.0 recognize that handicraft as a career is now a hobby because of specialization and industrialization.* *8.1 appreciate that their life career is affected by societal changes.*	*8.0 & 8.1* *Written.* *Student will select one handicraft and show the career changes that have taken place in that handicraft with a chart or theme or graph, etc.*

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LEVEL 4-6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
9 Job specialization creates interdependency Level 1	9.0 recognize that jobs are coordinated in the procuction of goods and performances of services and become aware that worker cooperation is essential	TOPIC: Specialization and Interrelatedness Social Study In the School Lunch Program: 1. List the workers who prepare our meal for today 2. Find pictures of the source of the food that workers raised, prepared and hauled it to school? 3. a. Prepare food with the children helping b. Play word games c. creative writing d. representative of program explain purchasing procedure e. Films and filmstrips f. Records In the Dairy Industry: 4. a. Show related films, filmstrips, books b. Plan panel discussion c. Take related field trips - farm, ice cream factory, dairy, etc. d. Make charts showing the workers involved in the production of dairy products

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Cafeteria. Filmstrips	1 be able to list the various jobs and their relatedness as pertaining to the school lunch program	1 Quality of discussion of role of lunch workers in school program
2 Elementary Library, K 6 Story of Milk K-7 Story of Bread, K 8 Story of Fruits and Vegetables, K-9 Story of Meat, K-34 Living Together-A Family Shopping Trip	2 be able to understand food production involves a variety of workers and jobs	2 Group tasks-summation of project through bulletin board displays, posters, murals, charts, etc
3 Films Elementary Agriculture U S A Pageant of American Farms, All Social Study texts, Records, Elementary, R-50 The Bakery Story, R-51 Downtown Story of the Supermarket	3 be able to identify with workers in preparation of food 3 experience the satisfaction that comes from performing a task that requires manual dexterity	
4 In the Dairy Industry Films Uncle Jim's Dairy Farm, Cheese and Cheese Making, R-39 The Milkman, F 26 Then and Now in the Midwest Dairyland, O 29 Country Community Living on a Farm, O 30 Country Community American Farmer, Farm Animals America's Dairyland, Badger History Green-I Want to Be a Dairy Farmer, Hastings The Dairy, Lenoreau The Dairy Farm, Dodd-All Kinds of Cows, Goodspeed Let's Go to a Dairy, Lifting Dee and Curtis on a Dairy Farm, Schloat-Milk for You Books-Caddie Woodlawn, Little House in the Big Woods, Let's Go to the Dairy, Goodspiel, Dee and Curtis on a Dairy Farm, Ladycake Farm Hunt, Let's Go to a Farm Sootin, Farmer Boy Wilder, Farms-Howard, Dobry-Shannon	4 be able to comprehend that the purchasing of the food requires an interrelatedness between the agencies and the food distributors and the school 4 discover that the dairy industry comprises coordination among dairy farmers, cheese factories, creameries, and retail establishments 4 discover that various jobs within the dairy industry require specialization	4 Trace the route of a gallon of milk to the finish product and identify the specialists who participate in its final production. This could be through the medium of essays, charts, or bulletin board 4 Concept Evaluation-Class summation of the unit and their evaluation of which activities were most informative. Pupil suggestions for expanding the unit for another time 4 Written evaluation by the class/individual pupils/groups "What I Have Learned About How our Workers Depend Upon Each Other."

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Specialization and Interrelatedness in the manufacturing industry* *Social Study*
9 *Job specialization creates interdependency.* *Level II*	9.0 *recognizes that jobs are coordinated in the production of goods and performance of services*	1. *Take a field trip to Oregon Wisco Industries.* 2. *List industries upon which the Oregon Wisco Ind. workers are dependent.* 3. *Make a model (sketch) showing interdependence of the workers of the Oregon Wisco and other workers in Oregon.* 4. *Show on a map of the U.S. the areas which have contributed to the production of a manufactured product.* 5. *Survey your neighborhood-interview the workers-and classify or categorize those workers whose work is related.*
	9.1 *become aware that worker cooperation is essential.*	1. *Participate in "assembly line" tasks in small groups in the school (as a stapling project).* 2. *Panel discussion of specialization and cooperation in the world of work today.*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Filmstrips: Q 10 Industrial Expansion, Q 9 Children of Pioneer Times Tools and Handicrafts of Colonial Frontier, L 18 Industry, J-7 Industry Changes America, M-41 Manufacturing, E-38 Miracle of Motorized America; Super 8mm Loops-The Early Automobile Record: R-35American Industry R F, O-36 Filmstrip [illegible]mr ABC of Hand Tools, Part I, II, Modern Steel Making, Making Glass for Houses, Making Brick for Houses, Minerals and Rocks, Copper, The Making and Shaping of Steel, Battery No Transparencies: 11 Metals of U S A 2 Books. Spencer More Hands for Man 840, Richard Henry Montgomery Henry Ford 92, Buehr Ford 92, Camp-Man and Power 621 4, May The The First Book of Machines 621 9, Real Book about Robots 681, Esterer-Tools, Shapers to Civilization 621 9; Pine Simple Machines 531	1. understand that work jobs can be categorized 2 realize that interrelatedness is on a national scale 3 understand that there is an interdependence among industries	1 Summate and evaluate their observation recorded in the prepared observation sheet used on the field trip to W.sco
258-941 Specialization and Resulting Interdependence of People; Occupational Division of Labor M 1-4 Machines	1 recognize that specialists cannot live just unto themselves, but that there must be relatedness 2. from viewing an assembly line in practice, they see the specialization and interrelatedness	1 Group tasks: 1. list the workers engaged in the assembly line, 2. observe pictures of finished products and list activities performed

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Specialization and Interrelatedness* *Social Study*
9 *Job specialization creates interdependency* *Level III*	9.0 *recognize that jobs are coordinated in the production of goods and performances*	1. *Forestry - Trip to Wyalusing* 2. *Play grab bag game - situation cards - forest fire - involvement of workers* 3. *Do creative writing-The Job I Most Admire or My Future Occupation, etc* 4. *Make charts, graphs-employment trends in state*
	9.1 *become aware that workers cooperation is essential*	1. *Show films* 2. *Focus in on the campout - interrelatedness of workers* 3. *Do the A,B,C, of job workers* a. *Agriculture* b. *Banker* c. *Chemist* 4. *Play password and other games* 5. *Set up teams and list words which name workers*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
9.0 1 Films: We Share the Land; Limestone Caverns; Conservation in Action; Conservation Vistas; Renaissance of a River. Wildlife and the Human Touch; Smoke Jumper; Work of Rivers; Ground Water. Minerals and Rocks; Valley of Still Water; Planned Escape from Fire; Woodland Manners; The Frying Pan and the Fire; The Forest; Conserve Our Heritage. Super 8mm Loops Logging; Water Driven Gristmill. Transparency: Forest Fire. Books: Holsum-The Forest Fire Mystery (F.C.), Selsam-See Through the Forest 574, Petty Forests and What They Do 634.9, Brooks-Picture Book of Timber 634.9, Moore-Friendly Forests 634.9, Selsam Birth of a Forest 574.5, Towsley Gifts from the Forest 634.9	1. through the field trip see the specialization and interrelatedness as specifically illustrated in the area of forestry a forest rangers b conservationists c state and county government agencies d trappers e loggers etc	1 Summate the workers involved in the work of forestry 1 Evaluation of the photos taken at the campout 1 Write a paper evaluating the trip and recommend changes
9.1 3 Resource people from county, state, Ag Dept, and Conservation Dept. Filmstrips El A-6 "Autumn is Here", A-49 Plant Factories, A-50 True Book of Plants, G 23 Plant and Animal Relationship-The Forest, L-45 49 Different Kinds of Animals; M-13-14 Health Science Soil & Rocks. Picture Sets: ES-16 Forests; ES-14 Soils; ES-4 Erosion.		2. Quality of discussion of campout-interrelatedness of workers

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC: Interrelation of environment and individual potential Social Study, Language Arts
10. Environment and individual potential influence career development Level 1	10.0 begin to realize that individual and environmental factors affect one's career development	1. Using the yellow pages of a telephone book from a large city and one from a small city, a. what are the job opportunities that are similar? b. how do the number of job listings compare? 2. Using a physical map of Wisconsin, what job opportunities might be present in certain localities?
	10.1 become aware that career development is influenced by changing individual and environmental factors acting separately or together	1. Take a survey of families that have moved a. why did they move? b. did the father's job change?

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Telephone book from a metropolitan area and one from a small city	1 discover that environment influences the number of job opportunities and the variety of possibilities	1. Have pupils list jobs under the locale where they could be found. Oregon, Madison, Chicago Jobs: waitress, laundry worker, foundry, dye worker, auto mechanic, taxi driver, state dept worker, secretary, policeman, etc.
2 Filmstrips: L-25 Reading Physical Maps I-29 Know Your Wisconsin-America's Dairyland I-32 Know Your Wisconsin-Wisconsin Cities and Industries I-37 Know Your Wisconsin-Wisconsin Vacation Land I-41 America at Work Lumbering	2 discover that geography determines the types of industries and occupations within a locale	2 Give pupils a physical map of Minnesota that has been divided into three areas. Have them list the industries and occupations they think would be in each area because of physical qualities.
1. Community	1 discover that some families have changed job locations because: a. of changes in envirormental needs and resources b. of advancement due to furthur preparation and training c. of a desire for a change in a book field due to interest and ability d. of health needs requiring a different environment	1. Summate the reasons for moving as a result of the survey

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Interrelation of environment and individual potential* *Social Study/Language Arts*
10 *Environment and individual potential influence career development* *Level II*	10.0 *become aware of some critical environmental elements which have an effect upon one's career development*	1. *Discuss how changes in environment affect an individual's job -* a. *one moves from Oregon to Alaska* 2. *Bulletin board - place on it a large map of Wisconson, Cut out pictures of industry and tack alongside of map, using yarn attach from picture to the most likely place of environment*
	10.1 *become aware that career development is influenced by changing individual and environmental factors acting separately and together.*	1. *List jobs you have had such as babysitting, mowing lawn, cleaning sidewalk -* a. *which ones couldn't you do when younger?*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 *Filmstrips:* *H-7 Alaska Frontier - State, People, and Way of Life*	1 *discover that a change of environmental surroundings may require a change in choice of career* 1. *discover that a person must be adapted to change*	1 *Describe the environmental change you might experience if you moved from Oregon to Alaska.*
2 *I-29 Know Your Wisconsin America's Dairyland* *K-32 Know your Wisconsin Wisconsin Cities and Universities* *I-37 Know Your Wisconsin Wisconsin Vacationland* *I-41 America at Work - Lumbering* *Book: Exploring Wisconsin*		
	1 *discover that some jobs in all environments require more maturity.*	1. *Have each child evaluate characteristics-changes he has observed in himself as he has assumed new jobs.* 1. *If your father was transferred to another locality-Florida, California, New YOrk, what adjustments would you anticipate that you would have to make?*

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC: Interrelation and individual potential Language Arts/Social Study
10 Environment and individual potential influence career development. Level III	10.0 become aware of some critical environment elements which have an effect upon one's career development	1. Space unit including such activities as: a. tell what they know about space program b. give reports on careers in space industry c. posters and drawings of rockets - showing adaptation to space d. describe types of men astronauts must be e. discuss some outcomes expected from space-weather, medicine, moon origin f. draw a parallel between Columbus and the astronauts
	10.1 become aware that career development is influenced by changing individual and environmental factors acting separately and together.	1. List jobs a a. 9-10 year old could do b. 11-12 year old could do c. 13-14 year old could do d. 15-16 year old could do e. Show how ability and social environment affect these jobs 2. Dramatize a 9 year old and a 12 year old applying for a lawn mowing job: a. carefulness and experience with motors b. physical strength c. confidence of employer d. reliability

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Film/booklets Tommy Looks at Space B. F. Goodrich, Akron, Ohio CESA N-85 Aviation in the Space Age N-195 Hazards in Space Travel N-677 Man in Space N-159 Man Travels In Space Space Book published by Readers Digest Wells-What Does an Astronaut Do? NASA-Learning About Space Careers Write to NASA for exhibits, displays brochures, booklets, and pamphlets	1. have discovered that the space environment has brought about careers and influences the earth environment 2. realize that space jobs require physical, mental and emotional adjustments not required by earth environment 3. Astronauts must have special potential, interests and character traits, i.e. a. mechanical ability b. scientific interests c. courage d. adventuresome e. power of concentration f. self discipline	1. Summate adjustments the space environment demands upon astronauts 2. Compare an astronaut's exploration on the moon with a geologist exploring the oil fields in Alaska
1. Filmstrip E 37 Transportation Jobs and You	1. reinforcement that maturity has an effect on types of jobs.	1. Enumerate a number of jobs and have pupils evaluate them to proper age level. 1. Panel discussion with members assuming the role of employer and employee with each stating their expectations
	2. employer attempts to determine the maturity, responsibility, ability that each applicant has	

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: A person's style of living relates to his occupation* - Social Study
11. Occupations and life styles are interrelated Level I	11.0 begin to understand that an individual's occupation can influence his life style	1. Invite the AFS student to speak to class: a. What are the main occupations of his home country? b. What are the life styles of his country?
	11.1 begin to understand that a preferred life style may influence one's occupation choice	1. Interview grandparents or parents; indicate change in life styles and occupations

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 I F Y.E Contact Eldora Kelski in charge of International Farm Youth Exchange Y[illegible] Develop. Dept. University Ext. AFS-American Foreign Service Student Contact high school	1 become aware of the interrelatedness of occupations and life styles in other countries as observed through the experience of others	1 Summation of AFS student I F Y E reports through a discussion b poster illustration c charts d murals
	1 discover that occupations and life styles vary in different countries	
1 Family pictures, Historical museum Community, Home	1 see a relationship between an occupation and the style of family living	1 Describe their pupil life style and show how this is related to the occupation of their parents
	1 recognize that improvements and growth in occupations and work mores change the style of living	1 Evaluate what my parents are trying to tell me when they say, "When I Was Young--"

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: A person's style of living relates to his occupation* Social Study
11. Occupations and life styles are interrelated. Level II	11.0 begin to understand that an individual's occupation can influence his life style.	1. Interview a serviceman who has had foreign service or an exchange student: a what were the main occupations of the country in which he lived while serving in another country? b. what were their life styles? 2. Contact a resource person and have him tell how his advancement in life had changed his living style
	11.1 begin to understand that a preferred life style may influence one's occupational choice.	1. Trace changes in Oregon 1800-1971. Include occupations and living styles.

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Servicemen	1 become aware of the interrelatedness of occupations and life styles in other countries as observed through experience of others	1 Summation of serviceman's talk: reports through a discussion b poster illustration c mural d chart
2 Community	2 recognize that advancement in a profession brings about a change in living style.	
1. Oregon Centennial Book Early settlers in local	1 recognize that occupation and living style are related to technological developments	1 Make a mural depicting the change in Oregon's life styles

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC: A person's life style of living relates to his own occupation. Social Study
II Occupations and life styles are interrelated Level III	II.0 begin to understand that an individual's occupation can influence his life style	1 Pretend you are living in a ghetto, metropolitan or wealthy area What might your father's occupation be? How would this affect the family recreation, type of home, material possessions, educational opportunities, purchasing habits, etc 2 Give an illustrated report on Appalachia Make a comparison of occupations and life styles there and in Oregon.
	II.1 begin to understand that a preferred life style may influence one's occupational choice.	1. List a foreign country and its chief industry Make a graph showing pay scale. 2 List persons in history whose living style changes owing to advancement Write a sentence i.e Abraham Lincoln, Babe Ruth

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Social Study Books, World Books Filmstrips: Q 26 Business in a City Q-28 Problems in a City Q 29 Working in a City Record. Ghetto's of America R 10-13, R 95 Record filmstrips (CESA) Growing Up Black	1 discover that: your occupation influences the locale in which you live the locality of home will influence: recreation, education, Shelter, buying power	1 Given a hypothetical situation of a city in the U S such as Milwaukee, describe the occupations and living style which might be present
2 Encyclopedia	2 realize that the type of industry usually influences the income of the worker	2 Evaluate the report noting such ideas as: types of location shelter environmental surroundings occupations
1 CESA O-92 Brazil O-198 Czechslovakia O-301 Ghana World Almanac Learning Center	1 develop an appreciation for his home and environmental conditions surrounding it	1 Given a graph of a pay scale of an area, write a paragraph explaining as much as you can about the life style of the workers
	1 reinforce that occupations and life styles vary in different sections of the country	1 Draw a cartoon "before and after" of famous people which shows a change in life style, occupation, or both
	2 discover that people like Abraham Lincoln were [illegible] and successful in making changes in their occupations	

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC: An individual's potentials make possible a variety of job selections Social Study/Language Arts
12. Individuals can learn to function effectively in a variety of occupations Level I	12.0 awareness that individual potential can be developed and expressed in a variety of occupations	1. Have children list their hobby-what occupations related to the hobby might develop i.e. model airplanes-a pilot, astronaut, aeronautical engineer, etc. 2. Class survey of relatives or neighbors-the various types of work they are able to do related to their job.
	12.1 awareness that individuals can develop potential which can be utilized in a variety of occupations	1. Make a mural choosing an occupation such as a mason, draw other types of work he might do besides laying brick
	12.2 realize that individuals have assets and limitations as they relate to job requirements	1. Chart class potential (aptitude and interest) in doing the following jobs: babysit, mow lawn, wash dishes, cook supper, make beds, dust furniture, wash windows, vacuum

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
	1 discover that studying workers in one job leads to related jobs	1 Each student writes what he considers to be his abilities applicable to job choice A pupil-teacher evaluation relative to his listings
2 Neighborhood	2 discover that by becoming aware of the workers in one job he has a wider selection of jobs	
1 Industry brochures	1 discover that one's understanding of his abilities is necessary and should influence his job selection	1 Evaluate the mural by listing two common abilities of the workers in the jobs depicted
1. Interest area groupings Magazines		1. Summation of surveys and evaluate the results
		Have each pupil compare his aptitudes and interests with those of the class as charted.

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: An individual's potential makes possible a variety of job selection* *Social Study/Language Arts*
12 Individuals can learn to function effectively in a variety of occupations *Level II*	*12.0 develop an awareness that individual potential can be developed and expressed in a varity of occupations*	*1 Build a pyramid listing various occupations one might be able to do if he were a:* *a building contractor* *b. maintenance man* *c restaurant owner* *d. storekeeper*
	12.1 develop an awareness that individuals can develop potential which can be utilized in a variety of occupations.	*1 Construct a bulletin board of a hypothetical person such as a banker, obtain picture of all occupations he would need to be capable of doing Connect to person with year* *2. Select job areas he's interested in Through interviews and research using books and films, indicate jobs within the area. Select one and tell why he thinks this fits his interests and abilities.*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Personnel to talk to class or interview people by contacting: building contractor, maintenance-man, restaurant owner, storekeeper	1 discover that abilities developed in one area may be utilized in related jobs in this area. This makes possible a variety of choices of jobs in the world of work.	1 Class summation of their reactions and learnings at the completion of these activities. 1. A matching test of work areas and their related jobs
	1 discover that a worker should be able to do related jobs within his field	1 Compatability of student's job choice and his stated interest and abilities.
2. Jobs in Clerical Work, Jobs in Building, Jobs in Mechanical Work, Jobs in Professional Home Economics (All 4 - S R.A)	2 determine the educational and experience requirements of those jobs in which he is interested	

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
12 Individuals can learn to function effectively in a variety of occupations Level III	12.0 develop an awareness that individual potential can be developed and expressed in a variety of occupations.	TOPIC: An individual's potentials make possible a variety of job selections Social Study/Language Arts 1. What jobs could be undertaken by a person with these abilities and potentials? a. Is adept at working with hands? b. Sensitive to and likes working with mechanical things? c. Interested in science? d. Interested in math? e. Prefers working with materials rather than people? 2. Job possibilities for girls interested in home economics; show common potential in each and how channeled in different directions. ie. (for teacher guide) a. likes to sew b. sensitive to different types of materials, texture, color, etc. c. likes clothes } Home Ec. Teacher, seamstress, interior decorator-dress shop
	12.1 develop an awareness that individuals can develop potential which can be utilized in a variety of occupations	1. "So You'd Like to Drive a Car" a. list jobs dependent upon driving b. list common qualifications needed c. list specific qualifications needed

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Career Opportunities New York Life Insurance Book N.V.G.A Current Career Information Job Family Series Occupational Information in Elementary School What Could I Be - SRA	1. discover that a variety of jobs require common potential and abilities on the part of the worker. That these potentials can be further developed as utilized in a specific job	1 Have a matching text that matches work areas with related jobs; common abilities in different jobs.
2. Art teacher Classroom teacher Classmates	2 discover that abilities developed in one area may be utilized in related jobs in this area. This makes possible a variety of choices of jobs in the world of work.	2 Evaluate what various job opportunities in a work area means to him in choices when these choices are made and opportunities for change.
. Personnel in Driver Education Instructor, Mechanics Garage Owners General Motors Manuals on mechanics of a car	as he explores work areas he's interested in, become aware of the various job opportunities within that area, he should consider his abilities and interests	

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: Careers develop from a sequence of choices* *Social Study/Language Arts*
13 Career development requires a continuous and sequential series of choices *Level I*	*13 0 be aware that career development is a life long process which unfolds from the interplay of their past experiences and decisions*	*1 Prepare a simple survey of job preferences* *2. Interview Parents* *a What did you plan to be while in grade school?* *b What did you plan to be in high school?* *c Why did you select the job you are doing now?* *d. If you changed preference, why?*
	13.1 be aware that individuals must consider many variables as they develop their career goals	*1. Prepare dramatizations, panels, round table discussions of habits that are formed at home and at school:* *a. which are habits that will carry over to jobs?* *b which contribute to success?* *c which could lead to failure?*

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 *Interview classroom children at various grade levels*	1. *discover if there is a pattern that occurs as to job interests and desires as pupils progress from 1-8.*	1 *Evaluate the results of the K-8 survey to determine changes in job choices*
2. *Parents*	2 *discover choice of occupation is a flexible plan and usually change several times in a life time*	2 *Class summation of individual interviews to determine changes in job choices*
	1. *discover that habits formed at elementary school level may effect his future in a negative or positive way*	1 *Individual evaluation of habits that he thinks are conducive to success in work and those he thinks he must change or improve upon. Pupil-teacher conferences of summation, pupil-parent conference of summation.*

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 4-6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC Careers develop from a sequence of choices Social Study/Language Arts
13 Career development requires a continuous and sequential series of choices Level II	13.0 be aware that career development is a life-long process which unfolds from the interplay of their past experiences and decisions	1 Debate or paragraph "All Jobs Require Ongoing Preparation or Training"
	13.1 be aware that individuals must consider many variables as they develop their career goals	1 Make a chart with your future job in the center. List variables that might interfere with your success - Put on arms extending from center 2 Make a chart with your future job in the center. List variables that will contribute to your success - Put on arms extending from center 3. Each child select a job he is currently interested in and investigate the training requirements and its future potential.

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Job Family Series S.R.A.	1. discover to be a success in life one should continue to "learn"	
1. Career Opportunities (New York Life Insurance) Encyclopedia of Careers Volume I & II Pupil booklet - What Could I Be S.R.A.	1. realize that a job may have obstacles a worker must overcome to be a success in life	1. Class evaluation of the charts
2. Norris-Occupational Information in the Elementary School	2. discover that every job has requisites that are necessary for being successful in an occupation.	
3. Swan-N.V.G.A. Current Career Information	3. recognize that it is not too soon to be considering his future employment and start making preparation for it	3. Class summation of individual selections and requirements in activity number 3. This can be a bulletin board display of common classifications relative to training requirements

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 4-6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) TOPIC: Careers develop from a sequence of choices Social Study Language Arts
13 Career development requires a continuous and sequential series of choices Level III	13.0 be aware that career development is a life long process which unfolds from the interplay of their past experiences and decisions	1 Construct a sequential "ladder" in a job with responsibilities and training required, i.e. plumber a apprentice b member of a crew c foreman of a crew d own his own business 2 What are some jobs that were learned "on the job" and now require educational preparation?
	13.1 be aware that individuals must consider many variables as they develop their career goals	1 Show choices and decisions they'll have to make at Junior and Senior High Interview guidance personnel and school principals 2 Interview several different types of workers to discover the training needed: a high school diploma b on the job training c college degree required d special college required e technical college f no training required

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
13.0 - 13.1 Encyclopedia of Careers and Vocational Guidance, Vol. I, II Spiaver-Vocational Guidance Books (for 10 14 year olds) Guidance Counselors School principals Book: Willa Occupational Information in the Elementary School	1 discover that there are different levels of job opportunities within a work area that requires different responsibilities and training This presents the worker with a series of choices.	1 Since work areas have corelated jobs within them, have the pupil evaluate what this means to him relative to job choice and time for making that choice
	2 understand that requirements of jobs have become greater over the years leading to more specialties in the work world.	
Career Opportunities (New York Life Insurance) Books: Wells What Does An Astronaut Do?	1. discover that at Junior and Senior High levels, he will be faced with choices in the elective subjects He should consider electives in the light of his work, interests and abilities	1. List his choice of electives he plans to take at Jr High and Sr High and tell why in relation to his choice
	2 be aware that requirements for jobs vary with degrees of education and training	2 Written paragraph on-What specialization in the work world means to him for future planning

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 4-6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC: The interrelationship between groups and the world of work* Soc. Study
14 Various groups and institutions influence the nature and structure of work Level 1	14.0 begin to understand that conditions created by organized groups and institutions affect the world of work 1. supply and demand 2. physical facilities 3. federal, state, and local legislation	1. Through resource books on Indians way of life and films write or illustrate a. tribe organization b. jobs to meet needs and demand c. physical abilities related to job d. code regulating
	14.1 begin to understand that conditions in the work world affects groups and institutions	1. Invite a contractor; have a prepared questionnaire listing headings such as: different job workers, legal requirements to be met, etc. 2. Many ethnic groups such as the Negro and migrant workers have taken part in protest marches; discuss their purpose and the good they would like to see develop from their efforts

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Transparency gj 3 Indian Tribes and Settlements in the New World (Jr. High) g-j-The Roots of American Culture Westward Jr. High Filmstrips I 48 Story of American Indian , I 49 Story of American Indian, K-27 True Book Filmstrips on Our Land It's Story, N 30 Our Friends, the American Indian Community; a prepared questionnaire	1 realize that within the Indian style of life there was organization of labor in each tribe These were alloted according to experience and maturity	1 Evaluate paragraph or illustration.
Local Resource Guide	1. discover a. that there is a code of laws developed (A F L.) to protect the worker b. in fields of work there are job classifications	1 Class discussion from questionnaires to evaluate pupil's reaction to speaker
Filmstrips g-17 From Africa to America g 18 Negro in Civil War and Reconstruction g 19 Negro Faces the 20th Century Transparency gj-17 Reconstruction in the South	2. discover that ethnic groups have a purpose in protesting a hoping to improve living conditions b hoping to improve working conditions c. hoping to improve living [illegible] and working [illegible]	2. Teacher-pupil conference following the discussion of protest activity

EVEL 4 6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC. The interrelationship between groups and institutions and the world of work* *Social Study*
14 Various groups and institutions influence the nature and structure of work *Level II*	*14 0 begin to understand that conditions created by organized groups and institutions affect the world of work* *1 supply and demand* *2 physical facilities* *3 federal, state, and local legislation*	*1 Some of the causes of strikes in labor are: a Job security* *b shop [illegible]* *c shop conditions* *d work load* *Have a panel discussion presenting the side of the employer and employee* *2 What is the effect on a community of a strike of employees such as the General Motors strike in Jane[illegible]le in 1970 ie unemployment compensation, pickets, "bread line", buying power*
		3 What do these abbreviations stand for in the Work World and choose one to explain in Detail: N F O , A M.A , A F.L -C I.O
	14 1 begin to understand that conditions in the work world affects groups and institutions	*1. Contrast the working conditions of two factions ie. coal miners vs. insurance agents as to:* *a. wages* *b living style* *c. working conditions*

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Filmstrip A-6 Man, the Laborer F-9 Our Basic Need for Laws	1. discover that strikes take place following grievances between a large number of employees and the employer	1. Quality of role playing a labor-management dispute
2. Newspaper Television Newstime Resident of Janesville Employee of the plant	2 recognize that all enterprises in a community are effected by the lack of purchasing power of the employees of the striking plant. 2. recognize the employee standard of living is lowered to the degree of "existence" during the strike and recovery period of the strike.	2. Think of your father's salary as $35.00 a week (this is about the amount the employees in Janesville received from the union) how would your standard of living change
3. World Almanac World Book	3. realize labor has become unionized to benefit the employee by controlling ethical practices in the world of work.	
1. Social Study Book [illegible]	1. discover that [illegible]	1. Test students' ability to assess similarities and differences between blue and white collar workers

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 4-6

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.) *TOPIC. The interrelationship between groups and institutions and the world of work* *Social Study*
14 Various groups and institutions influence the nature and structure of work. *Level III*	*14 0 begin to understand that conditions created by organized groups and institutions affect the world of work* *1 supply and demand* *2 physical facilities* *3. federal, state, and local legislation*	*1 One of the first protests of labor conditions between employer and employee was expressed in the form of the underground railroad How may we compare this to the protest marches that have taken place within the past couple of years?* *2. Have a labor union representative discuss some of the effects of federal, state and local legislation on labor* *3 Have a management representative discuss some of the effects of federal, state and local legislation on labor.*
	14.1 begin to understand that conditions in the work world affects groups and institutions	*1. Use a film transparency depicting some of the changes that have occurred in our society:* *a. class discuss the scientific causes resulting in change and its influence on worker's conditions* *b class discuss how an increase in "pure" science results in a widening of a hypothetical triangle from pure science to technological science to our industrial complex*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 Filmstrip/Record O-36 Evaluation of American Industry M-48 Labor Newspaper	1. discover that protests of workers regarding labor conditions have been an on going thread in our civilization	1 Panel-discussion parallel-causes and extent a movement of workers b benefits they expected to gain
2 Labor Union representative	2 discover that workers are effected by all levels of legislation	
3 Contractor	3. discover that management is affected by all levels of legislation.	
1 Films Our Changing World	1. recognize that (technology) science has caused changes in products and in conditions in the work world.	1 List effects of labor and management as a result of belonging to a labor union-classify them in the three fields of legislation.

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
1 *An understanding and acceptance of self is important throughout life*	1.0 *recognize the need for continuous self appraisal in a diversified society after completing activities 1-7*	1. *View and discuss filmstrips (H E 7 And Boys Health - 7)* 2. *Read and discuss pamphlets and books (H E 7 and Boys Health 7)* 3. *Written think piece - ungraded "Where I am; Where I Should Be." General discussion for continuous self-appraisal (H E. 7 and Boys Health 7)* 4. *Theme: "If someone were talking about me, what would he/she say?" (English 8)* 5. *Theme: "If I were an animal, I would be __________ because ." (English 8)* 6. *Unit on Personal and Social Development (H E 7 and Boys Health 7)* 7. *Theme: "Who Is the One Person I Should Get to Know Better and Why." (English 7)*

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1.0 1. Filmstrips: "Your Search for Self" Pop Science "Awareness: Insight Into People" J. C. Penney 2 Pamphlets: All About You, SRA Into Your Teens, Scott, Foresman Your Growing Up, Scott, Foresman Why You Are You, Extension Service Let's Concentrate on You, Proctor & Gamble Discovering Yourself, SRA	(1.0) 1-3 realize that continued self appraisal is desired.	(1.0) 1-3 Quality of discussion.
	4-5 gain an insight into what makes him the way he is and what makes others the way they are so that he can better understand himself and others	4-5 Quality of theme.
5. See Gloria Sutter, (Home Ec. Dept)	6-7. realize that values play a part in self direction.	6. Discussion and test.
5-7. Self Awareness Unit - See Mrs. Brown (English)		7. Quality of theme.

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
1 An understanding and acceptance of self is important throughout life	1.1 recognize responsibility for self direction after completing activities 1-5	1. Read and discuss stories "The Slap", "Antaeus", "Hood I Have Known". All show young peoples values and how they worked them out. (English 8) 2. Theme: "What Are My goals In Life and How I'll Go About Getting There." (English 8) 3. Refer to Concept 15, objective 15.2 4. Speaker about self direction, discuss (English 7) 5. View Film (H.E. 7 and Boys Health 7)
	1.2 review personal attributes necessary to obtain and maintain a job after completing activities 1-7.	1. Have students take 5 minutes and list desirable characteristics, then show teacher made transparencies of job characteristics, then compare and discuss. (H.E. 7 & Ind. Arts 7) 2. Speaker on characteristics in hiring and promoting employees. (Also discuss job loss in respect to human relations.) (Ind. Arts 7 and Girls Health) 3. Rating chart for student to fill out on his own characteristics. (Health 7) 4. Case studies relating to job failures as a result of undesirable characteristics (History 8) 5. Role playing-go to get a job-desirable and undesirable characteristics. (Eng. 8) 6. Write and put on a short comedy skit illustrating job interview situations. (Eng. 8) 7. View films and filmstrips (Study Hall 7)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(1.1) 1 3. *Focus*: Scott, Foresman *All Around America Through Lit.*, Scott, Foresman Bantom Pathfinder, *Ten Short Stories*	(1 1) 1-5. realize that he can control his self-direction to a great extent.	(1 1) 1 Quality of discussion 2 Quality of theme.
4. Richard Schultz, Ph D. (School Psychologist) 5 "Values For Teenagers: The Choice is Yours : Guidance Associates		3 Quality of discussion 4. React to speaker and discuss
(1 2) 1. Transparencies	(1 2) 1-7 gain an awareness of characteristics necessary to obtain and keep a job in addition to specific skills.	(1.2) 1. Student rates self and discussion
2. Mr. Blaney, Mr. Helgeson, Mr. Cross		2 Quality of discussion
3 Guidance Office 4. Case Studies 5. Students 6. Students		3-6 Teacher evaluation of role playing, rating chart skit activities
7. "Getting a Job" BAVI 3040, "Personal Qualities for Job Success" 2616, "Getting and Keeping Your First Job" (Part II) Lib of Cong		

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL, 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
2 Persons need to be recognized as having dignity and worth	2.0 establish positive regards towards oneself	1 Show and discuss filmstrips (see film guides for more activities) Role play situation (Health 8) 2 Personal and Social Development learning pac (H E 7) 3. Write about an experience in which you accomplished something you never thought you could do (English 8) 4 Read and discuss short story "Hoods I Have Known" (English 8) 5 Write about an experience in which you have met failure because you didn't believe in yourself (English 8) 6 Bulletin Board - problems of teenagers (H E 7) 7 Case Studies (Health 8)
	2.1 appreciate that people bring dignity and worth to their job	1 Case studies: good and bad a. dependability-work on time b parent pressure and expectation c society pressure d lack of quality work Discuss, (English 8) 2 Discuss lit character, Bob Cratchit (English 8) 3 See Concept 9

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(2.0) 1. Filmstrips: "Should You Feel Inferior" and "Building Self Confidence". Popular Scienc. "So You Are Not Just Like Everybody Else" FOM 336	(2.0) 1-7. gain and awareness that ones feelings toward self will be a major factor in becoming a person	(2.0) 1. Teacher evaluation of filmstrip activities.
2. See Gloria Sutter (Home Ec.)		2. Teacher evaluation
3. Students		3. Quality of writing.
4. *Ten Short Stories*, Bantom		4. Quality of discussion
5-6. Students		5. Quality of writing 6-7. Quality of discussion
7. *Advancing in Health*; Scott, Foresman, p. 279		
(2.1) 1. Case studies. Teacher and student experiences	(2.1) 1-3. realize that only the individual worker can bring dignity and worth to his job	(2.1) 1. Quality of discussion
2. "Christmas Carol"		2-3. Observation and discussion.

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

EVEL 7 8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
3 Occupations exist for a purpose.	3.0 appreciate that occupations exist to satisfy the needs of society	1 Student collects pictures of different jobs and write captions telling the contribution that each job makes to society (Science 8) 2 Displays - Cog wheel with jobs written in (Science 8) 3 Class plays "Job Pass Word" (Science 8) 4 Current events showing how new jobs are developed through new needs (Science 8) 5 Interview local industrial, financial, etc. leader regarding how social needs resulted in a new job (Science 8)
	3.1 develop and understanding of the basic concepts of production, distribution, and consumption as they relate to jobs in the economic structure	1 View film, "Everyday Economic Terms" Discussion of terms (History 8) 2 Mass production unit (I A 7) 3 List items produced by a specific co explaining where distributed and who would use them (History 8) 4 Simulation game - "Economy" (History 8, Ind. Arts, Home Ec.)
	3.2 understand that an occupation may satisfy many of our needs.	1 Have the students define needs and list the many needs which can be met through occupational choice-personal, social, economic, (H.E. & I.A. 7) 2 Student list his personal needs and find jobs that may fulfill those needs, and why. (H.E. & I.A. 7) 3 Case study - student given needs of a fictional person and then is asked to assign an appropriate occupation (H.E

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(3.0) 1. Library, Old Magazines	(3.0) 1-3 realize that people work in jobs to satisfy needs of other people.	(3.0) 1-2 Grade picture captions and quality of discussion.
2. Teacher resource material		
3. Made by teacher 4. Library: current publications	4 realize that new jobs came into existence because of the new and changing needs of society	3. Student participation. 4 Quality of discussion
5. Local resource people		5. Quality of interview presentation.
(3.1) 1. BAVI (6211 - Film number)	(3.1) 1-4 become aware of the wide range of jobs that exist in the areas of production, distribution and consumption.	(3.1) 1. Quality of discussion.
2 Teacher resources Dennis Radecke (I.A.) 3. Teacher student developed - contact co.s for information		2. Quiz 3 Teacher evaluation
4. Abt Associates, Inc.		4. Student can play game successfully
(3.2) 1 "Why You Are You" U.W. Extension	(3.2) 1. realize that work can meet individual needs.	(3.2) 1-3 Teacher evaluation.
2. Student Occupational Outlook Handbook	2 become more aware of the interrelationship of jobs and needs.	
3. Teacher made	recognize that within one field he can find fulfillment in many different work roles	

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
3 Occupations exist for a purpose	3.3 understand that, in general, people's self concepts can be enhanced in a variety of work roles	1 Given a list of fictional people with certain characteristics and needs, students "find" 3-5 diverse occupations that would still satisfy the needs for each fictional person. Do in sequence with activity 3 (H E & I A 7) 2 Read biographies of people who did many things in their lives. (English 7,8) 3 Speaker who has stayed in same field, but has performed a variety of work roles, and a speaker who has dramatically changed fields and work roles (English 7)
	3.4 understand that one's individual needs change as he progresses through life.	1 Discuss differences among babies, young people, middle age people, and older people, using the "generation gap" as a jumping off point. (History 8) 2 Discussion of needs. Basic needs of self that do and do not change (English 7) 3 Brief composition on one of the following: a "One Special Skill I Have" b "How Do I Get Along With Others" c "How Do I Feel If I Haven't Had Enough Sleep and Food" d "New Experiences I Have Had in Junior High". (English 7)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(3 3) 1 Teacher Occupational Outlook Handbook	(3 3) 1-3 recognize that he can find fulfillment in a variety of occupational fields	(3 3) 1 Accuracy of list
2 Library		2 Book report evaluation
3 Local resource persons		3 Discussion
(3 4) 1 Teacher knowledge	(3 4) 1-3 become aware that he has needs that change	(3 4) 1 Quality of discussion
2 "Why You Are You" U.W. Extention - pamphlet in Home Ec Teacher knowledge		2 Quiz on terms
3 Student knowledge		3 Teacher evaluation of composition

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
3. Occupations exist for a purpose	3.5 understand that one's mental and physical health are affected by his career choice	1. Define the term "mental Health" (Health 8) 2. Students watch for articles about mental health and mental illness in newspapers and magazines. Discuss or post on bulletin board. (Health 8) 3. After reading "The Kitten", ask: "Why do you think Richard's dad was an unhappy man? How did this affect him? His family." (English 8) 4. Theme: "What do you consider happiness in a job?" (English 8) 5. Role playing - skit - husband not wanting to go to work, arguing with wife, yelling at children. (English 8) 6. Class discussion concerning physical health blue and white pressures - (ulcers, overweight, black lung, etc.) (Health 8)

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(3.5) 1. School psychologist or counselor *Advancing in Health*, Scott, Foresman P. 280.	(3.5) 1-4. become aware that there is a relationship between one's career and his mental and physical health.	(3.5) 1-2. Short paragraph discussing mental health.
2. Library		
3. *Focus*, Scott, Foresman, p.67		3. Quality of discussion.
		4. Quality of theme
5. Students		5. Teacher evaluation of skit
6. Newspapers, magazines, other library materials		6. Quality of discussion

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LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	**(Include subject area, topic, and brief description of activity.)**
4 There is a wide variety of occupations which may be classified in several ways	4.0 understand that people at work produce goods and/or services	1 See Concept 9, Obj. 9.2 2 Students orally identify occupations of parent or relative. Each occupation is classified as a "service" or "production" occupation, orally by class members and placed on board (Health 8) 3 Brief review of goods and services (Health 8) 4 Bulletin board displays with pictures of workers linked with final good or service produced (H E & I A 7 & 8)
	4.1 understand that occupations are people/idea/thing oriented	1 A job game - take a list of jobs from OOH (Occupational Outlook Handbook) or DOT (Dictionary of Occupational Titles), form teams, identify jobs as people, idea, thing (H E & I A 7) 2 Take bulletin board from activity 4 and classify into people, idea, thing (H E & I A 7) 3 Theme: "Where Do Your Interests Lie Now?" People, idea, thing. Why do you say this? (English 7)
	4.2 understand that within each job family there is a wide range of occupations	1 Refer to Concept 8, Obj. 8.0 2 Refer to Concept 4, Obj. 4.1, but classify into job families 3 Construct a job wheel of driving occupations, building trade schools systems, airline services, auto assembly, etc. as a class project (H E & I A 7)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(4 0) 1 Fieldtrip 2 Student knowledge and misinformation	(4 0) 1-4 understand that jobs exist to produce goods or services for people	(4 0) 1 Class discussion of field trip 2 Ease or difficulty and completeness of student classification
3-4 Student and teacher resources		3. Quality of discussion 4 Quality of bulletin board
(4 1) 1. OOH & DOT	(4 1) 1-3 realize that jobs can be classified as involved with people/idea/things	(4 1) 1-2 Name parents' jobs, then classify.
2 Bulletin board activity 4 of 4.0		
3. Students		3 Teacher evaluation of theme
(4 2) 1 Resources listed there 2 Refer to Concept 4, Obj. 4.1 resources	(4 2) 1-3 develop an awareness that within each job family there is a wide range of occupations	(4.2) 1 Use evaluation there. 2. Refer to Concept 4, Obj 4.1 but classify families.
3 Magazines, library materials, counselor's office		3 Teacher evaluation

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LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
5 Work means different things to different people	5.0 understand that a person's life style will be affected by his career choice.	1. Define life style (Eng.-History 8) 2. List factors that influence one's life style and how life style is constantly changing (English-History 8) 3. Chart the life style for different occupations (English-History 8) 4. Given a list of likes (nice clothes, meeting people, golf, etc.) student match, list occupations that allow each (English-History 8) 5. Students list things they like to have and do, and match with occupations (English-History 8) 6. Discuss results of 4 & 5 (English-History 8) 7. Collect articles from periodicals concerning life styles (English-History 8) 8. Field trips: Compare past and present life styles (English-History 8) 9. Literature reflecting changing life styles (English-History 8)

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(5 0) 1 Library and Resource Center 2 3. Student and teacher background	(5.0) 1-9 understand that life style concerns what you do and what you would like to be both in work and leisure time.	(5.0) 1. Write short paragraph on your life style. 2-5. Teacher evaluation
4 5 Students	1 9 understand that people may like or dislike their work for different reasons depending on life style.	
6 Students and teacher		6-7 Quality of discussion
7. Magazines, newspapers, library materials		
8 State Historical Society		8 Follow up discussion
9. Historical novels		9 Book report.

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LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
5 Work means different things to different people	5.1 understand that people receive rewards such as monetary, personal satisfaction, or recognition as results of work.	1 Student debates, panel discussions, essays: a Why do students work at school? b Is money the road to happiness? c Are Americans too money oriented? etc. (English 7) 2. A montage showing possible rewards for work (Art-7) 3. Speaker-volunteer workers (English 7)
	5.2 develop an understanding that personal and social needs may be met through work	1 Covered in concept 3, Obj. 3.2
	5.3 develop the awareness that work experiences may be valuable	1 Define "work experience" (English 8) 2 Composition - "Jobs That I Have Had and What I Have Learned" (English 8) 3 Discuss the values which may be gained through work experience (ambition, monetary gain, power, fame, knowledge, friends, etc.) (English 8)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(5.1) 1. Student resources	(5.1) 1-3. become aware of the basic rewards of work.	(5.1) 1. Quality of discussion
2 Pictures from magazines, etc		2 Quality of montages as related to theme
3 Red Cross, VISTA, NAB - JOBS, United Fund		3. Quality of discussion
(5.2) 1. Refer to resources in Concept 3, Objective 3.2	(5.2) 1. Covered	(5.2) 1 covered
(5.3) 1. Library, dictionary	(5.3) 1-3 gain an awareness of the various ways in which work experiences may be valuable	(5.3) 1 An operational definition
2 Student experience		2. Quality of composition
3 Teacher background		3 Quality of discussion.

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LEVEL 7,8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
6 Education and work are interrelated	6.0 gain an understanding of the necessity for obtaining employability skills	1 Look in want ads for 4 or 5 jobs you would consider. Write background required for job. (English 8) 2 Examine application forms from various places to see the difference in job requirements. (Health 8) 3 Student asks parents or other adults to discover skilled required for present job. (Health 8)
	6.1 understand success and upward mobility in many occupations requires continuous learning.	1. Develop a job ladder to distinguish upward mobility. Include requirements for advancements. (Each area-Grade 8) 2. See Concept 16, Obj. 16.0. 3. Guest speaker (Assembly or Grade 7 Study Hall)
	6.2 realize the value of general education as a necessary foundation for specialized training as well as a foundation for leisure time activities	1 Discuss term "general education" a. reading, writing, math b. relate hobbies to all disciplines (All Areas) 2 (Emphasize in Home Ec. and Industrial Arts) View filmstrip and write theme.
	6.3 understand that entry into an occupation depends upon one's training and educational background after completing activities 1-4	1 View films in resource center on own time and take notes and report. (Resource Center) 2 See concept 15, Obj. 15.0 3 Hobbies can become jobs. Local speaker 4 Listen to tapes in resource center and report (Resource Center)

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(6.0) 1. Newspapers WISC	(6.0) 1-3 recognize the need for saleable skills to be employed.	(6.0) 1. Quality of written work
2. Local businesses		2-3 Quality of discussion.
3 Student and parents		
(6.1) 1 Teacher developed from Guidance Associates organizational charts	(6.1) 1-2 recognize that in one specific occupation there are many job levels	(6.1) 1. Check job ladder
2 Covered		2 Covered
3 Supermarket Manager Wisconsin Telephone	3. realize that upward mobility requires continuous learning	3. Interest in speaker [illegible] discussion
(6.2) 1 Teacher	(6.2) 1-2 realize that school subjects are important in the preparation for work and leisure	(6.2) 1. Quality of discussion
2 "What Good is School"? SVE A778 5		2 Theme: "How School Can Help Me" and teacher evaluation.
(6.3) 1. Example: "New Career Opportunities" Pop Science	(6.3) 1-4 be aware of the fact that many occupations require diversified training and education.	(6.3) 1. Quality of report
2. Covered		2. Covered
3. JoDot, Erways, local businesses		3. Quality of discussion
4 Voc Guidance Cassette Library, Guidance Associates, Harcourt Brace		4. Quality of report.

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LEVEL 7 8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
6 Education and work are interrelated	6.4 understand that an increasing number of occupations require additional training and/or education for initial entry and/or promotion	1. Covered by Concept 16, Obj. 16.0
	6.5 understand that some occupations/careers are influenced by licensing requirements which dictate education/training needs	1. List occupations in which state licensing is required (Health 8) 2. Speaker on licensing requirements. (Health 8) 3. Interview other licensed workers and report to class (Health 8) 4. Refer to Concept 8, Obj. 8.0
	6.6 recognize that conditions created by organized groups & institutions affect the world of work: 1. Supply & demand, 2. Physical facilities; 3. Federal, state and local legislation	1. Refer to Concept 8, Obj. 8.0 and Concept 3, Obj. 3.1, "Socio-Economic Factors."
	6.7 recognize conditions in the work world affect groups and institutions	1. Discuss the term "institution" (Civics 7) 2. Bulletin board reflecting current economic trends (Civics 7) 3. Theme: "What Would Happen If My Parent(s) Lost His Job?" (English 7)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(6.4) 1. Covered	(6.4) 1. Covered	(6.4) 1. Covered
(6 5) 1. DOH, State Board of Health	(6 5) 1-4. realize that education and training can be influenced by licensing requirements.	(6.5) 1 Completeness of list
2 Roger Sutter (plumber) or local skilled person		2. Quality of discussion.
3 Doctor, dentist, teacher, plumber, electrician, barber, etc.		3. Quality of report
4. Covered		4. Covered
(6 6) 1 Covered	(6.6) 1. Covered	(6 6) 1. Covered
(6 7) 1 Teacher, library 2. Magazines, newspapers, library 3. Student	(6.7) 1 3 recognize that conditions in the work world affect groups and institutions	1. Quality of discussion 2-3. Teacher evaluation of student understanding and theme

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LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
7 Individuals differ in their interests, abilities, attitudes, and values	7.0 understand why each individual is unique	1. Discuss filmstrips viewed (Health 7) 2. Personal & Social Development Learning Pac (Home Ec 7, History 8, English 7) 3. Personal Inventory Chart, profiles and compare (English 7) 4. Theme: "I'm Different From Other Eighth Graders." (English 8)
	7.1 understand the impact of other person's feelings and values and its relationship to one's own.	1. Discuss stories and novels and write some themes (English 7 & 8) 2. Role playing "Becoming a Member of a Minority Group," Your feelings, etc (English 7 & 8, History 8) 3. Read and discuss books (English & History 8) 4. Montage - feelings and emotions (Art 7 & 8) 5. After small group work, discuss interaction of group (All Areas)

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(7.0) 1. "On Being Different" 366 Pop. Science *Growing & Changing*, Scott, Foresman SRA pamphlets 2. Teacher	(7.0) 1-4 become aware of individual differences and uniqueness.	(7.0) 1. Quality of discussion 2-3. Teacher evaluation.
3-4. Student		4. Quality of theme.
(7.1) 1. Textbooks 2 Students and teacher	(7.1) 1-5. should recognize each person's need to accept other peoples' struggles to find their own unique places in a sometimes discriminatory world.	(7.1) 1. Evaluation of themes and discussions 2 Quality of role playing
3-4 *Black Like Me*, *The Pearl*, *Letters To a Black Boy*, *The Light In The Forest*, *To Kill a Mockingbird* Magazines, library materials		3. Book reports, discussions, themes, tests. 4. Quality of montage
5. Students and teachers		5. Quality of discussion.

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
8 Occupational supply and demand has an impact on career planning.	8.0 develop occupational research skills	1. Pretest in research skills. In areas where students lack skills, they should be tutored or given "learning pacs". (English 7 or 8) 2. Write letters to unions, government agencies, professional agencies, etc asking them to provide occupational information. (English 7) 3. Have students develop a career folder classigging information by occupational families. (English 7) 4. Cut want ads from local newspapers, mix up, and put together by job families. (English 8) 5. Refer to concept 15, Obj. 15.1, Activity 1. (Counselor)
	8.1 demonstrate a knowledge of employment trends.	1. Guest speaker (Civics 7) 2. Have groups study and discuss jobs of the future. (Counselor) 3. Bulletin boards showing employment trends, extinct and future jobs. 4. Current Events - Study occupational trends and outlooks. (Civics 7 & History 8) 5. Put a chart up without explanation. Ask students to interpret. Put explanations up and compare with students b. teacher activity c. play monopoly (History 8)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(8.0) 1. Guide to Modern English, Scott Foresman, p. 90-105.	(8.0) 1-3. demonstrate his ability to utilize the methods properly in obtaining specific career information and realize that there are many sources of career information available.	(8.0) 1. Check for exact sources for information.
2. Learning Centers, Library materials		2. Quality of letters.
3. Office of Counselor, "Careers", pamphlets, etc.		3. Teacher evaluation of occupational families folder.
4. Newspapers, D.O.T., "Careers"	4. gain practice in identifying job families.	4. Evaluation of correctness.
5. Covered	5. Covered	5. Covered
(8.1) 1. Wisconsin State Employment Agencies 2-3. DOT, OCH, Library, Counselor	(8.1) 1-3. recognize current employment trends.	(8.1) 1-2. Quality of discussion.
4. Times, Newsweek, Newspaper, U.S. News & World Report, Occupational Outlook Quarterly	4. realize that change is constant.	4. Quiz
5. United States Studies: Investigating Man's World, Scott Foresman, p. 217 Monopoly Game.	5. demonstrate an understanding of the law of supply and demand and employment trends	5. Quality of discussion regarding chart.

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
8 Occupational supply and demand has an impact on career planning	8 1 demonstrate a knowledge of employment trends	6 Show filmstrip. (Counselor) 7. See concept 16, Obj. 16 0 & 16.1. 8 Discuss implication of the four day work week (Civics 7) Theme: "What I Can Do With My Leisure Time" (English 8) All teacher discuss how subject area relates to leisure time activities. (All Areas)
	8 2 understand those factors which stimulate or retard job opportunities (Government seasonal work, economic cycles, changing sex roles)	1 Introduce government policies through discussion a Laws b Contracts-War-Peacetime (economy) c Political policies d Agencies (Civics 7) 2. Cartoon showing Santa and discussion of seasonal work. (History 8) 3. List and report on seasonal work in Wisconsin (Canning, professional sports, resorts, etc.) (History 8) 4. Themes on student work during summer and winter (English 8) 5 Discuss why we have summer vacations from school. (Civics 7) 6. Cartoons about economic conditions (Math 8) 7. Bring to class article regarding Women's Lib. (Social Studies 7-8)

(Con't on next page)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(8.1) 6. "New Career Opportunities" Popular Science	(8.1) 6. demonstrate and understanding of the law of supply and demand and employment trends.	(8.1) 6. Quality of discussion regarding filmstrip.
7. Covered.	7. Covered	7. Covered
8. Students	8. realize that there is increased leisure time.	8. Quality of theme.
(8.2) 1. Magazines Textbooks History Books	(8.2) 1-7. demonstrate that job opportunities are affected by social economic, and political trends.	(8.2) 1-3. Quality of discussion.
2. Obtained by teacher		
3. WSES Background knowledge Pamphlet		
4-5 Students		4. Quality of themes.
		5-7 Quality of discussion.
6-7 Magazines, newspapers, art work, etc.		

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LEVEL 7 8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
8 Occupational supply and demand has an impact on career planning	8.2 understand those factors which stimulate or retard job opportunities (Government seasonal work, economic cycles, changing sex roles)	8 Bulletin board - men and women in traditionally sexist role (Home Ec & Ind Arts) 9 Guest speaker: Women in occupations traditionally occupied by men or vice versa (All Areas)
	8.3 should understand that the supply of workers is a product of training and preparation. Demand is a product of need.	1 Compile statistics regarding jobs where demand has exceeded supply and vice versa and do activities 2, 3, 4 (Math 7-8) 2 Construct a graph depicting supply and demand of workers, such as teachers entering job market versus openings. (Math 7-8) 3 Construct a graph that shows interaction of supply and demand. (Math 7-8) 4. Discuss in small groups the results & conclusions drawn from experiences. (Math 7-8) 5. Role playing of someone in an occupation that is in great demand or one in which the supply is greater than demand (English 8) 6 Taped or live demonstration of counselor & counselee reflecting students knowledge of present supply and demand. (Civics 7)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(8.2) 8. Teacher developed	(8.2) 8-9. demonstrate that job opportunities are affected by social, economic, and political trends.	(8.2) 8. Teacher
9. Community speaker		9. Discussion following speech.
(8.3) 1. Learning Center: OOH, Occupational Outlook Quarterly, Magazines, Math Texts, U.S. Dept. of Labor, Bureau of Statistics	(8.3) 1. demonstrate an understanding of the term supply and demand of worker.	(8.3) 1-3. Accuracy of graph projections.
2-3. Data from activity #1.	2-6. understand that demand exceeds supply in some occupations and vice versa	
4. Students and teacher		4. Quality of discussion.
5. Teacher planned.		5. Teacher evaluation.
6. Counselor		6. Quality of discussion TOTAL CONCEPT EVALUATION Analyze a hypothetical case demonstrating the law of supply and demand as related to workers including variables such as economic, political, and social factors that affect supply and demand.

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
9. Job specialization creates interdependence	9.0 recognize the relationships between technological changes and job specialization	1. The lab of Gregor Mendal and a modern biologist-compare (science 7) 2. Define terms: a. Job specialization b. Technology Difference between a & b. Compare teacher vs. student role (Ind. Arts & Home Ec. 7) 3. a. Bead game - Ec. Unit (History 8) b. Small group discussion concerning current events where career openings are discussed in relation to technological change. Topics: Space, medicine, automation, computer, science, etc. c. View filmstrip (History 8) 4. Outside speaker, technological change in his field (Any Class) 5. Bulletin board: "Technological Growth" a certain industry. (Any class)
	9.1 understand that a certain job may be performed in a variety of settings.	1. Discuss & research objective. Ex. Chemists may become a bio-chemist, physical chemist, etc. Woodworkers may work at many tasks-home builders, repairman, prefab, furniture factory, etc. (Any Class) 2. Outside speaker - how one can qualify for many jobs. 3. Bulletin boards.

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(9.0) 1. Science test - picture study	(9.0) 1. realize that thechnological advances have necessitated greater job specialization.	(9.0) 1. Teacher evaluation
2. Teacher knowledge	2. distinguish between job specialization and technology	2. Quiz
3. a. Bead Game-Mrs. Fogarty-History Class b. Newspapers, magazines, television c. Filmstrip "Preparing for Jobs of the 70's" Guidance Associates	3. realize that technology affects the job market	3. Quality of discussion
4. Mr. Lee Baily, Other local people	4-5. realize that technological advances have necessitated greater job specialization.	4. Reaction to teacher
5. Library		5. Quality of bulletin board
(9.1) 1. DOH, DOT, "Careers"	(9.1) 1-3 recognize that many jobs can be performed in a variety of setting	(9.1) 1-3 Quality of discussion
2. Manpower representative, WSES		
3. Activities 1 & 2.		

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
9 Job specialization creates interdependence	9.2 recognize that business, industrial, or institutional organizations are comprised of workers who perform tasks which are interrelated.	1. Field trips (Ind. Arts & Home Ec. 7) 2. Social unit (Civics 7) 3. Flow and organizational charts (Any discipline) 4. Bulletin board to show how all people work to form a service 5. View films (Ind. Arts & Home Ec. 7)
	9.3 recognize that there are inherent dangers in specialization in relationships to others	1. Mass production. The absence of a key person during one day of production (Ind. Arts 7) 2. Discussion of objective via brainstorming (History 8) 3. Simulated gaming. (Construction of a highway through science environment. Tape student reactions. Follow up by discussion (Science 7-8) 4. Current events - economic changes (Boeing, N.A.S.A.) (Social Studies 7-8) 5. Read "The Colt" and discuss. Discuss moves made by students in class

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(9 2) 1 Fisher Body, Janesville, Gardner Bak (Madison)	(9 2) 1-5 realize the business, industrial or institutional organizations are comprised of workers who perform tasks which are interrelated	(9 2) 1-2 Following discussion, tests, etc
2 Teacher		
3 Teacher		3 Diagram jobs in several settings
4 Student		4 Quality of bulletin board
5 BAVI		5 Quality of follow-up discussion of film
(9 3) 1. Teacher	(9 3) 1-4 realize that there are psychological, sociological, and economic problems inherent in job specialization	(9 3) 1-2 Follow-up discussion
2. Teacher & students		
3. Science teacher		3 Quality of discussion Evaluate tape reactions & follow-up by teacher
4 Film Clips, Newspapers Magazines		4 Evaluate discussion
5 "The Colt"; *All America Through Literature*	5 realize that specialization of the wage earner will affect the family	5 Quality of discussion

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
10 Environment and individual potential interact to influence career development	10.0 understand that physical and mental factors affect one's career choice	1. Life Career Game - See Concept 15, Obj 15.0 (All Areas) 2 Discussion of differing abilities (Bring in extra curricular activities) (English 8) 3. Schedule appointments with the counselor to discuss aptitude and achievement tests (Counselor) 4 Select a career and write down physical and mental abilities for it Concept 16, Obj 16.0 (Science 7) 5 Interview: see Concept 6, Obj 6.0 & Concept 16, Obj 16.0 (English 8) 6 Speaker (Health 7 or 8) 7 Field trip-Concept 9, Obj 9.2 (Home Ec & I A 7) 8. Inherited physical and mental factors (Science 7)
	10.1 understand that ever changing individual and environmental factors acting separately or together influence one's career development	1 See Concept 15, Obj 15.2

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should . . .	
(10 0) 1. Life Career Game (Western Publishing Company)	(10 0) 1-2 recognize that physical and mental abilities limit career choices	(10 0) 1. Effective playing of game
2 "Your Abilities" SRA "You & Your Abilities" SRA "Career Wise" Random House		2 Short paragraph telling how physical and mental abilities affect career choice
3. Counselor	3-4 realize that one's uniqueness affects career choice	3. Counselor
4 Vocational Cassette Library Guidance Associates DOT, OOH		4. Teacher evaluation
5 Covered	5 Covered	5 Covered
6. Occupational therapist		6 Quality of discussion of speaker
7. Covered	7 Covered	7 Covered
8 Genetics learning pac (See Ray Staley Science)		8 Test on learning pac
(10 1) 1. Covered	(10 1) 1. Covered	(10 1) 1. Covered

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
10 Environment and individual potential interact to influence career development.	*10 2 understand the influence of one's parents. peers and community on career planning*	*1 See Concept 15, Obj 15.2* *2. Discuss: In what "area" are your folks employed and what are their hopes for your future. See Concept 15, Obj 15.2 (English 8)* *3 Read biographies and autobiographies and case histories involving environmental influences on careers (Science & English 7 & 8)* *4. Study of community jobs (Civics 7)* *5 Speakers (Civics 7)* *6 List of jobs, student rate as positive, neutral, or negative, then discuss how the three factors influenced their opinions (Health 7)* *7. Read and discuss attitudes expressed in articles and editorials of local news media about occupations (English, Civics & Science)* *8. Discussion: "How do peers influence choice?" refer to short stories (English 8)*
	10 3 understand that emotional qualities needed for self-fulfillment differ among job families	*1 See Concept 3, Work World, Obj 15.2*

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(10.2) 1. Covered	(10.2) 1. Covered	(10.2) 1. Covered
2. Student background	2-4. recognize the influence of family, peer, and community on career choice.	2. Quality of discussion.
3. *Yes I Can*, *Act I*, *I'll Cry Tomorrow*, etc. English 8		3. Book report evaluation.
4. Community		4-5. Teacher evaluation
5. Industrial Planning Committee		
6. Teacher developed	6-8. be aware that career attitudes and interests differ among peers.	6. Quality of list and discussion.
7. Newsmedia		7. Quality of research & discussion.
8. Student background Literature		8. Quality of discussion
(10.3) 1. Covered	(10.3) 1. Covered	(10.3) 1. covered.

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LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
11. Occupations and life styles are interrelated	11.0 develop an understanding of one's own life style	1. See Concept #5, Obj. 5.0
	11.1 develop an understanding that occupational choice affects an individual's life style	1. See Concept #5, Obj. 5.0
	11.2 understand that some individuals are attracted to careers because of observed life styles of certain workers	1. See Concept #5, Obj. 5.0
	11.3 recognize that there may be personal disadvantages in accepting certain life styles	See Concept #5, Obj. 5.0 1. Hypothetical situation: Individual engaged in a specific occupation. Outline job and family situation of individual. The student lists the characteristics of this person's job that may adversely affect the individual's way of life. (English & History 8) 2. Speaker on disadvantage of own or observed occupation. (English & History 8) 3. Case studies describing life styles which go with jobs. Discuss disadvantages of life styles. (English & History 8)

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(11.0) 1 Covered	(11.0) 1 Covered	(11.0) 1 Covered
(11.1) 1 Covered	(11.1) 1 Covered	(11.1) 1 Covered
(11.2) 1 Covered	(11.2) 1 Covered	(11.2) 1 Covered
(11.3) 1 Teacher development	(11.3) 1-2 realize that with some careers demands of job can lead to undesirable effects in the worker's life style	(11.3) 1 Teacher evaluation
2 Mental Health Clinic, AA bartender, etc		2-3 Quality of discussion
3 Teacher developed	3 realize that he may like an occupation but dislike the life style of this occupation	

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
11 Occupations and life styles are interrelated	11.4 recognize that certain occupations encourage a certain social expectation.	1. Divide class into groups to study specific geographical areas (migrant, ghetto, Coal mining, steel workers, Indians, Wall Street, Hollywood, etc.) & compare to determine social activities and expectations of workers (English 7) 2. Define and discuss "social expectations" Students are given one occupation and write a paper discussing social expectations. Discuss with class. (Eng 7) 3. Students will interview and tape people in various jobs in community to determine social activities. Listen to and discuss interviews. (Civics 7) 4. Bulletin board of "social expectations" of various occupations or job families. (Health 8) 5. Role play. Several students given one occupation and ask to "play out" social expectations. Separate from one another. Discuss differences in expectations. (English 8)
	11.5 realize that leisure time activities may affect career choice.	1. Discuss hobbies (leisure time activities) and value of each as related to each discipline. Ex. collecting rocks, insects, etc., science, reading, English, sports, P.E. 2. Discuss value of belonging to club - 4-H, Boy Scouts, Girl Scouts, etc. Interview student who belongs to and discuss. (Health 7) 3. See concept 6, (Structure & Nature) Obj 6.0. (Cont. on next page)

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(II.4) 1. Magazines, library materials, Films: "The Way It Is", Indiana Univ.; "Uptown Life in the Lower Bronx" My Appalachia & Two Blocks Apart	(II.4) 1. realize that people in related occupations have different social expectations	(II.4) 1. Panel reports
2. Teacher & student experience	2-5. realize that people in different occupations have similar social expectations & realize that social expectations are subject to change as a factor of job roles	2. Quality of written work and discussion
3. Community, parents, relatives		3. Quality of discussion
4. Old magazines		4. Quality of bulletin board.
5. Student's background and previous experience		5. Quality of discussion resulting from role playing
(II.5) 1. Teacher	(II.5) 1-3. become aware of what leisure time is	(II.5) 1-2. Quality of discussion
2. Students (officers of clubs)		
3. Covered		3. Covered

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
11. Occupations and life styles are interrelated	11.5 realize that leisure time activities may affect career choice.	4. Student theme - What do you do in your leisure time? Students then examine themes & determine a list of possible career choices. 5. Students photo people engaged in leisure time activities. (English 8 & other areas) 6. Classroom work to demonstrate that leisure time activities may affect career choice. Scrap book, charts, collection of articles. (All Areas)
	11.6 understand that some individuals are attracted to careers because of observed life styles of workers.	1. Television viewing. Observe a program exposing a particular life style. Write & discuss an observation. (Mod Squad, Marcus Welby, All In the Family, Sanford & Son) (English 7 or 8) 2. Interviews. (Civics 7) 3. Write preconceived ideas concerning the life style of an occupation of their choice. (English 7)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(II 5) 4 Student background experiences	(II 5) 4-6 realize that leisure time activities may lead to an individuals chareer choice.	(II 5) 4 Quality of theme
5 Student, parent teacher		5 Quality of photograph display
6 Periodicals, charts		6 Displays of scrapbooks, collections, etc
(II.6) 1 Television, T V Guide, etc	(II.6) 1-3 realize that some individuals are attracted to careers because of observed life styles	(II 6) 1 Quality of report & discussion
2 Community, parent		2 Discussion following resource people
3 Student		3 Quality of paper

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
12 Individuals can learn to perform adequately in a variety of occupations	12.0 understand that there are many occupations which have similar performance patterns.	1. Define performance patterns. (Assembly line workers in T.V. and auto industry) (Ind. Arts 7-8) 2. Survey community workers (random sampling) List skills involved in representative jobs. Decide which jobs are similar in nature and could be performed by the same people. (Math 8) 3. Look in yellow pages or want ads for sampling of services offered. Which jobs have similar skills? (English 7) 4. Consult occupational literature and select two occupations that appear to be difficult; then show performance patterns in each that are similar. (I.A. 7 & 8)
	12.1 recognize one's own abilities and limitations and be able to relate this to present career interests.	1. See Concept 15, Obj. 15.2 2. Have students evaluate themselves by asking a. In which subject am I interested? b. In which subject am I good at? c. In which subject do I need to improve? d. What can I infer from this information about my own career plans? (English 7 or 8) 3. Write autobiographies depicting individual strong qualities & limitations. Relate to present career interest. (H.E.7, Boys Health 7) 4. View and discuss filmstrips (H.E. 7 & Boys Health) (Resource Center)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(12.0) 1 Janesville Chevrolet plant	(12.0) 1 recognize that many occupations require some competencies	(12.0) 1 Teacher evaluation
2 Community resource people	2 realize that certain performance patterns may qualify student for many occupations	2 Quality of list and discussion
3 Telephone directory and local newspaper		3 Teacher evaluation
4 OOH		4 Teacher evaluation
(12.1) 1 covered	(12.1) 1 covered	(12.1) 1 covered
2 Student background	2-4 student should have a better understanding of their individual abilities and limitations and be able to relate them to career choice	2 Quality of introspection
3 Student		3 Quality of written work
4 "Interests Pay Off"; Popular Science; "Who Do I Want to Be"; Popular Science; "Skills That Pay Off"; Popular Science;		4 Quality of discussion

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
2 Individuals can learn to perform adequately in a variety of occupations.	12.2 understand that part time jobs can be good exploratory experiences if planned properly	1. See Concept 15, Obj. 15.1 2. List part time jobs that are readily available to 7th & 8th graders. What are limiting factors? (such as transportation) (Health 8)
	12.3 understand that new skills may be developed at any time during a person's working life	1. Speaker: People who come back for training (to develop new skills) (I.A. 7) 2. Career Opportunities of the 70's Filmstrip and record (Health 8) 3. See Concept 16, Obj. 16.1 4. Drama. Open-ended skits and plays (Ex. Man loses job because skills became obsolete.) What happens to him? (English 8) 5. See Concept 15, Obj. 15.2. Discuss job changes and new skills which have been needed. 6. Report on hobbies. Emphasis: New hobbies require new skills. (English 7)

Oregon Consolidated Schools

LEVEL ________

RESOURCES	OBJECTIVE (Of specific activity) The student should ...	LEARNING ACTIVITY (Include subject area, topic, and brief description of activity.)	EVALUATION PROCEDURE
(12 2) 1 Covered 2 WSES	(12 2) 1 Covered 2 realize that part-time jobs provide the individual with "exploratory work" experience		(12 2) 1 Covered 2 Quality of discussion
(12 3) 1 MATC Admissions Counselor	(12 3) 1-6 realize the importance of continuous skill development to meet changing needs of job market.		(12 3) 1 Discussion and reaction to speaker
2 "Preparing for the Jobs of the 70's" Guidance Association			2 Discussion of filmstrip
3 Covered			3 Covered
4 Student			4 Effectiveness of skit
5 Covered			5 Covered
6. Student			6 Teacher evaluation

7-9

13 Career development requires a continuous and sequential series of choices	13.0 realize that occupational information comes from many sources within and outside the school setting	1 See Concept 15, Obj 15.0, Act 2 & 3 2 Library unit (English 7) 3 See Concept 15, Obj. 15.0, Act 1 4 See Concept 8, Obj 8.0, (Work World) 5 See concept 6, Obj 6.0, Act 3, (Work World)
	13.1 obtain a knowledge of educational and vocational information resources and how to use them	1 See the following for ways of using resources: a. Concept 15, Obj 15.0, Act 1 & 2 b Concept 5, Obj 5.1, Act 5, (work world) c Concept 6, Obj 6.0, Act 1, (work world) d. Concept 13, Obj 13.2, Act 4, career planning e Concept 10, Obj 10.0, Act 4, Self 2. Introduce school resources (Eng. 7 & 8) 3 Individual work in resource center
	13.2 gain a knowledge of the components of the decision making process	1 See Concept 15, Obj 15.3 2 Judgement unit (English 7) 3 Play "Decision Making Game" (English 7)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(13 0) 1 Covered 2 Teacher and library 3-5 Covered	(13.0) 1-5 realize that there are a variety of sources withing the school and community, that can be used in career planning be better prepared in making career decisions using a variety of information resources.	(13 0) 1-5, (13 1) 1-3, and (13 2) 1-3 Refer to evaluation procedures accompanying the specific topic-learning activities
(13 1) 1 Covered 2. Counselor materials, OOH, DOT, WISC, LVEC, etc 3. Resource Center.	(13.1) 1-3 gain an awareness of the numerous ways to obtain information about careers	
(13 2) 1 covered 2 3 Teacher	(13.2) 1-3 know and be able to use the components of the decision making process.	

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 7-9

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
13 Career development requires a continuous and sequential series of choices	13.3 understand the need for careful planning of the high school program in light of tentative career plans	1 Read and discuss current high school course description booklet (each area works with in its own discipline) 2 Panel of high school seniors relating their various plans and how they formulated and implemented them 8th grade previous to selecting high school program-counselor)
	13.4 understand that careful educational planning may shorten required training time for employment	1 Investigate requirements for graduation from high school (8th grade-counselor) 2 Students choose a job and research what courses or programs will help them (oral or written) (Health 8) 3 Speaker (Capstone program) (8th grade-counselor)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(13 3) 1 Handbook Counselor	(13 3) 1-2 become aware of course offerings at the high school and the need for planning course selection	(13 3) 1 Quality of sign up
2 High school seniors (selected by high school counselor)		2 Quality of discussion
(13 4) 1 Handbook	(13 4) 1-2 be aware that required training for employment may be met in a shorter time with careful educational planning	(13 4) 1 Discussion
2 WSES, OOH, WISC		2 Quality of report and discussion
3 Local Vocational Education Coordinator	3 realize that he may receive on the job training for future employment during high school	3 Attentiveness and discussion

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Oregon Consolidated Schools

LEVEL 7-9

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
14 Various groups and institutions influence the nature and structure of work	14 0 understand the influences exerted upon the nature and structure of work a laws b labor-management c professional associations, and d licensing requirements and society	1 Report on the purposes of professional organizations to which your parents belong (AMA, N E A , etc) (Civics 7) 2 Game: Divide class into 3 sections-labor, neutral fact finders, and management Explain to the labor what they want-high wages/high benefits Ex High rise workers want high wages because of dangerous conditions-$20 00 per hour, $100,000 worth of life insurance, complete health insurance, closed shop, pension ($600 00/month, with rise with cost of living after ten years on the job Do same with management Get into groups Each side presents to neutral board which decides (Civics 7) 3. After discussion of Industrial Revolution compare conditions to those of today controlled by federal law Why did the changes occur? (History 8) 4 See Concept 6, SEP, Obj 6 0, Act 2 (Con't on next page)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(14 0) 1 Patent OOH, WISC Counselor's office	(14 0) 1 4 be aware that factors outside the individual affect employability and become aware that professional organizations do exist	(14 0) 1 Quality of report Quiz
2 Teacher developed		2 Performing game successfully Optional-quiz
3. History Books		3 Quality of discussion
4. Covered		4. Test

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 7 9

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
14. Various groups and institutions influence the nature and structure of work.	14.0 understand the influence exerted upon the nature and structure of work by a. laws, b. labor-management, c. professional associations, d. licensing requirements and society	5. Put jobs on board. Have students list requirements they would put on each. Compare with state licensing requirements. (Do with activity 4) 6. Role playing: You're new in townand looking for services. (example- You cracked a tooth. Try to find a dentist) (English 8) 7. Take sample paycheck. Discuss deductions, etc. and the difference between gross and net incomes. Make out a sample budget accordingly. (Math 7 or [illegible]

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
14 0 5. State licensing bureau	(14 0) 5 7 be aware that factors outside the individual affect employability and become aware that proffessional organizations do exist.	(14.0. 5 Quality of discussion
6 Teacher developed		6 Quality of role playing
7 Transparencies of paycheck and example of budget		7. Accuracy of budget and quiz

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
15 Individuals are responsible for their career planning	15.0 be aware of the need for career planning	1 In five minutes list all of the occupations that you can think of, and requirements, (vocational, college, apprentice, high school, unskilled) (Counselors) Follow-up class room teacher (Counselor-grade 7) 2 Read want ads to discover job openings and needed preparation for them. Individual research, choosing one (English 8) 3 Interview a worker in the community about his career preparation and planning and report to classmates (English 8, H.E., I.A., Art, etc.) 4 Simulation gaming - power, responsibility, money cards (like monopoly) of wise and unwise career planning. (All Areas)
	15.1 understand the importance of assuming personal responsibility for gathering information regarding your occupational choice	1 Discussion (teacher directed) "It's Your decision". Math 8 2 View filmstrips (Math 8)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
5 0) 1. Dictionary of Occupational Titles List, Occupational Outlook Handbook	(15 0) 1 recognize that there are many occupational choices and that they possess varying educational requirements	(15 0) 1. Quality of listing
Library, newspaper	2 be aware of career possibilities and the preparation needed.	2 Discussion of want ads
Parents, teachers, workers in community	3 be aware that successful career choice involves planning and preparation	3 Teacher observation
To be developed Life Career Game	4 be aware of the probable consequences of not planning and preparing a career	4. Playing game successfully
5.1) 1 Students Filmstrips: "Taking on Responsibility" "How to Study Occupations" Popular Science Publishing Co	(15.1) 1-2. develop an awareness that gathering information or job opportunities is your own responsibility	(15.1) 1-2. Teacher evaluation.

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
15. Individuals are responsible for their career planning	15.2 expect change in his ideas about choices of career (what he wants to do) as well as ideas of what characteristics his choice of career has as he gathers more information	1. Write two papers. a. at beginning of year; title: "The Work I'll Do" b. at end of year; title: "My Plans for the Future" Students should then compare the first and second and tell why they are alike and different. (English 7) 2. Composition title: "Now I Think I Would Like to_________but if I Had a Crystal Ball_______and/or in ___years a (plumber, doctor, garbage collector,) Will Perform His Job By_________. (English 8) 3. Under family or community unit - A job tree for family growth or change. (Civics 7) 4. Introduction discussion a. when you were little what did you want to be? 2 years ago? Now? b. Do you think you'll change your mind? Why? Read either or both short stories. Ask: Could anything have happened to change his or her career? Name some factors. Did new information change his/her career? (Lit. 8) 5. Point out historical figures to whom change has occurred. (virtually all) Ex. Abe Lincoln. (History 8)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
	(15.2) 1-5 accept the thought that his ideas may change through exposure to new information	(15.2) 1-2 Teacher evaluation
(15.2) 3 Family of student		3 Quality of job tree
4 Short Stories Space Lane Cadet, p 248 The Life I've Led, p 36 All Around American Through Literature		4 Quality of class discussion
5 History books Historical biographies		5 Quality of report

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Oregon Consolidated Schools

LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
15 *Individuals are responsible for their career planning.*	15.2 *expect change in his ideas about choices of career (what he wants to do) as well as ideas of what characteristics his choice of career has as he gathers more information*	6 *List the careers you have wanted to enter at various times during your life. Discuss in small groups why you wanted these jobs. Write a paper explaining why your mind has changed (Home Ec 7)* 7. *Class discussion on career planning: It is continual and develop mental because new information plays a role (Science 7)*
	5.3 *be able to state the components of the decision making process*	1 *Filmstrip and discussion (Science 7)*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(15.2) 6-7 Students	(15.2) 6-7 accept the thought that his ideas may change through exposure to new information.	(15.2) 6 Quality of paper and discussion
		7 Teacher evaluation of discussion
(15.3) 1 Filmstrips: (Guidance)	(15.3) 1 demonstrate an understanding of the decision making process	(15.3) 1 Quiz

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
16 Job characteristics and individuals must be flexible in a changing society	16 0 recognize that initial preparation and training will most likely have to be supplemented by further training as job characteristics change a the student will have to define the term Job Characteristics b be able to site an example of job changes and list factors of change c be able to recite, or in written form explain how continuous training and new specialized education will be necessary in his "job choice"	1 Interview one of your parents concerning job characteristics Group according to job families and report to class (Language Arts 7) 2 Students select a career - write requirements and characteristics (Lang Arts 8) 3 Speaker from personnel department (Language Arts 7) 4 Research a job which existed between the colonial and civil war period to determine how and why it has changed or if it has disappeared (History 8) 5 Make student filmstrip illustrating historical job changes (History 8) 6 Take a job that exists now and tell how it may change within twenty years Creative theme Discuss themes (English 8) 7 Invite speaker to discuss job training adjustments (Any subject 8) 8. Listen to tapes and video tapes (Anytime)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
(16.0) 1. Parents or relatives	(16.0) 1-3. will define the term job characteristics which includes requirements, preparation, descriptions, etc	(16.0) 1-2 Listen to interview reports. Read themes
2 Materials in guidance office		
3 Local businessmen (Elving Kjellstrom WISCO Tool and Dye		3. Discussion and question period
4 History books. Encyclopedias	4-6 recognize that jobs are constantly changing and why.	4. Quality of report.
5 View film: "From Cow to Carton" (H.E. 7) Filmstrip Making Kit		5. Teacher evaluation of filmstrip.
6. Background knowledge from Act. 4 Themes		6. Teacher evaluation of themes. Quality of discussion.
7. Local resources: plumber, doctor, Wis. Power & Light, teachers, John Black (forest products) etc.	7-8. be aware that continued education is necessary in all "job choices"	7. Discussion of speakers.
8 Senior High WHA or WISC Vocational Guidance, Cassette Library Guidance Associates.		8. None. Students will do on own time.

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
An understanding and acceptance of self is important throughout life.	*1.0 appraise and accept his own abilities, attitudes and values.*	*1. Students will prepare and present a speech one one of their interests and tape record it in Speech 10, followed by self analysis of tape.* *2. Students will complete self profile using Sextant material in IBV-9, Sociology 11 & 12, Pilot Project.* *3. Students will discuss their school records with advisor and/or counselor Re: past performance, standardized test scores, etc.* *4. Self evaluation of course projects (Ex: art, sewing, cooking, woodworking, ag, etc.)*
	1.1 organize self appraisal information into catagories of strengths and limitations.	*1. Students will list their strengths and limitations based on previous self-appraisal activities. (see 4 activities under first objective - with advisor in spring of Jr. year.)*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Tape recorder *self, Hobby materials, Teacher guide for speech evaluation*	*1 Hear himself as others hear him and learn ways in which to improve his speech ability*	*1. Improvement in speech skills after self-evaluation*
Sextant Sr. Profile	*2. Be able to assess their abilities, traits, interests, and needs.*	
Student records *counselor* *advisor*	*3. Develop a more realistic attitude toward self*	*3. Advisor/counselor evaluation of conference*
Instructor prepared evaluation sheets	*4 Become more realistic regarding his abilities*	*4 Correlation between student and teacher evaluations*
Self appraisal activities and forms from previous objective.	*1. Have organized their thinking regarding their strengths and limitations*	*1. Self-insights in categorizing.*

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Persons need to be recognized as having dignity and worth	*2.0 respect a person's right to choose an occupation*	*1. View a film in a class meeting or P E followed by a discussion with 9th Grade advisors in small groups.* *2. Read "Black Like Me" and discuss rights that members of minority groups have in choosing an occupation. (English 9)* *3 Role playing - blue collar vs white collar workers and their attitudes toward each other Followed by class discussion. (IBV 9, Speech 10, Sociology 11-12, Social Problems 12)* *4 Bring in AFS student to explain how youth gain entry to an occupation in their country (Social Problems 12, World Geography 11-12)* *5. Show a film dealing with agriculture or industry in a communist country followed by discussion including comparison with U.S. counterpart (Ag., Ind Ed., West. Civ.)* *6. Classroom discussion dealing with respect for a person's choice of occupation. (IBV 9)*
	2.1 respect a person's occupational choice.	*1. See activities under objective 1.*

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
"The Big Question: Choosing Your Career" (Association Films, Inc.) "Careers for Girls" (Bavi)	1 become concerned with career choice.	1. Class discussion
"Finding Your Work" (Bavi) "Choosing Your Occupation" (Coronet Films) "Your Job Outlook" (Popular Science, filmstrip) Guidance Dept.	1. become aware of how achievements in an occupation can increase the dignity and worth of the individual. (Topic 10)	
Black Like Me Teacher	2. appreciate the need for equal opportunity	2. Pre and post essay
Class members	3. gain a better understanding and appreciation for various occupations	3. Teacher observation of reaction to roles
Local and Area AFS students	4 gain an appreciation of freedom of job choice	4. Class follow-up discussion
BAVI, Dept of Ag., Periodicals, "Nightmare in Red", "China-The Sleeping Giant"	5. be able to compare and analyze different systems	5. Teacher observation of comparison and analysis
Teacher and student values	6. gain a respect toward others' career choices.	6. Amount of class participation

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Persons need to be recognized as having dignity and worth	*2.2 understand that people can achieve dignity and worth by work*	*1. Read The Old Man and the Sea and discuss it in class. (English 11)* *2. Compare and contrast Japanese employment practices vs U.S. practices (Econ. 12)* *3. Class discussion on individuals who have achieved dignity and worth through their work (Ex. George Washington Carver, Andrew Carnegie, Alexander Graham Bell, Satchel Paige, Lear) (U.S. History 9)* *4. Name a "desirable" and an "undesirable" occupation and write a paragraph on the impact on society if each occupation were simulated (U.S. History 9)* *5. From a list of 20-25 occupations write a sentence describing the importance of each (IBV 9)* *6. Have instructor from Light Building Construction explain how each student chooses his work area for the spring group project. (Survey of Ind. Arts 9)*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 *The Old Man and the Sea*	1 realize that any job well performed gives worth and dignity to the individual	1 Class discussion
2. *National Geographic*, *Current History*, periodicals, *Readers Digest*	2	2 Written report
3. Textbooks, pamphlets, periodicals	3 See the differences and similarities in employment practices in which both provide opportunities to achieve dignity and worth	3. depth of discussion
4. Student knowledge, teacher list	4 student will exhibit his idea of desirable and undesirable occupations.	4 Quality of paragraph
5 DOT	5. appreciate the need for all occupations	5 Quality of the list prepared
6. Light Building instructor	6 learn that people choose different things for different reasons	6 Class discussion

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Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Work World Occupations exist for a purpose	3.0 understand work as a means for fulfilling personal needs through avocational or other activities.	1. Have a discussion-"What are personal needs?" and then report on interviews with five people from five different occupations "Does your occupation fulfill all your personal needs? If not, what leisure time activities do you engage in to satisfy your personal needs?" (ADVANCED SPEECH) 2. Students visit various adult evening classes. (HOME ECONOMICS) 3. Listen to a sports official discuss his reason for officiating. (BOYS PHYSICAL EDUCATION 9 & 10) 4. Make a list of the items that you own that are used for recreation; price the items and determine how long one must work to pay for them at minimum wage. (CONSUMER ED. & PHY ED.)

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
people in community	1. recognize that some people need leisure time activities.	1. teacher evaluation of oral report
evening classes at Oregon adult center	2 Have a better understanding of how adults fulfill their avocational and vocational needs through adult evening classes.	2. attendance at evening class
sports official	3. have an appreciation of why people engage in avocation	3. class discussion
Home, price catalogs, wage information	4. realize that work can be a means for fulfilling needs through recreation	4. thoroughness of project

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Work World Occupations exist for a purpose	3.1 understand that work has intrinsic values such as satisfaction from achievement and personal recognition as having worth.	1. Listen and question local employer-employee regarding satisfaction derived in his field (ex: journalism) 2. Read in a periodical an article about a scientist and write a short paragraph about the satisfaction gained from his work (Ex: Salk, Barnard) (BIOLOGY) 3. The class will list ways that teachers give personal recognition for achievement. Also list ways peers give recognition (GROUP GUIDANCE-9)
	3.2 recognize that many occupations contribute to an end product.	1. take a trip to observe occupations followed by discussion of how many occupations contribute to the end product. (ANY CLASS) 2. Discuss chain reaction caused by strikes. (U.S. HISTORY-9,; ECONOMICS-12) 3. Have the class list the occupations that are needed for: Ex: A. a football B. shoe manufacturing C. a glass of milk D. the house you live in E. a textbook (ANY CLASS)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
community	1. see how satisfaction is derived from work	1. group reaction to speaker and discussion
IMC periodicals Encyclopedias Biographies	2. gain an insight into the satisfaction people derive from work	2. degree of insight shown by paragraph
Student observations	3. be aware of many ways personal recognition is given	3. participation in forming list.
Field trip site Textbooks Site personnel	1. recognize that many occupations contribute to the end product	1. apparent depth of understanding
Newspapers, periodicals personal observation	2. understand the interdepending of occupation	2. apparent depth of understanding
Teacher. text, experience, IMC	3. recognize that an end product comes from many occupations	3. class participation in discussion

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
There is a wide variety of occupations which may be classified in several ways	4 0 recognize that careers usually develop within job families. and there are many job levels within an occupational field	1. Each student will engage in a case study of an adult he knows or from reading a biography to track the career development of an individual within an occupational field (English 11) 2 Make a bulletin board display matching job levels with incomes and responsibilities Ex: government worker (IBV-9, Ind Arts Survey-9) 3. Construct an occupational pyramid in any given field (Voc. Ed., Econ.12) 4. Listen to guest speakers concerning new jobs in existing job families. FTA, FBLA, FHA, FFA, DECA, etc. 5. View "Jobs in _______" filmstrip series followed by discussion (Introductory courses in Math, Science, Art) 6. Construct a vocabulary list of different typs of M.D.s and write a short sentence describing their specialty. (English 10) Same activity could be performed in science classes substituting other scientists for M.D.s

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Adults Biographies	1. see how there is usually a sequence of jobs within a job family in one's career development.	1. Quality of case study report
2. Civil Service Manuals Trade Journals Occupational Outlook Handbook Other IMC sources	2. See the relationship between job skills and incomes and responsibilities	2. Accuracy and timelines of statistics
3. D O T WISC Occupational Outlook Handbook Sextant Series	3. recognize the various job levels within a single job occupation	3. information relayed by pyramid
4. Area business and professional people	4. become acquainted with new job opportunities	4. Follow-up discussion
5. Popular Science, Film Series "Jobs in ________"	5. be aware of the diversity of occupations within job families	5. breadth of discussion
6. References available in IMC	6. be aware of the diversity of occupations within job families	6. accuracy of sentence description

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
There is a wide variety of occupations which may be classified in several ways	4.1 Recognize the different methods of classifying occupations; i.e. occupational clusters, industry, geographic factors, natural resources, economic factors, and trends.	1. Have students list three occupations. The teacher then places the classification from the objective on the board and the students match their lists to them. (IBV-9, In. A. Survey-9, Ag-4)
Work means different things to different people.	5.0 recognize and accept that work has potential for personal and/or financial rewards.	1. Listen to a professional such as school psychologist. Discuss the relationship of one's occupation to personal happiness. Follow-up discussion. (Sociology 11-12, Social Problems 12, Group Guidance 9) 2. Have students list rewards derived from a specific job before and after viewing filmstrip, "Why work at all?" (Group Guidance, IBV 9, Pilot Program) 3. Read and interpret the DECA Creed D.E.1. 4. Field trip to cancer research labs at UW (Advanced Science courses) 5. Students discuss examples of people they know who use their jobs as a means to an end as opposed to people whose jobs are their whole lives. (English 12)
	5.1 appreciate that individual and social needs can be met through work	1. Listen to an income tax expert discuss how he helps society and list possible deductions from the income tax form with which you are not familiar. 2. Refer to activity 4 on cancer research in previous objective.

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Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Teachers students	1. recognize that occupations are classified in different ways	1. have students insert occupation opposite job family titles on teacher-constructed chart.
1. Professional people	1. realize work can influence one's mental health	1. Quality of discussion
2. Student values Filmstrip: "Why Work at All" (Guidance Associates)	2. be aware of many rewards can be derived from one's work	2. Comparison of pre and post lists.
3. D.E.C.A. Creed	3. be able to better understand the meaning of the D.E.C.A. Creed	3. attitude observed in D.E. class
4. Research scientists and technicians	4. appreciate commitment of people to their occupation	4. written summaries of impressions of field trip
5. Student acquaintance Cantubury Tales and other literature	5. realize that work means different things to different people	5. students ability to relate literature to life
1. Tax experts, Gov't income tax information	1. See that a professional person is needed in certain financial matters	1. answers to questions posed from lists.
2. Same as activity 4	2. realize that commitment to a certain occupation can lead to the fulfillment of individual and social needs	2. same as activity 4

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LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Work means different things to different people	5 1 appreciate that individual and social needs can be met through work	3 Field trip to Central Colony to observe jobs that meet individual and social needs. (Social Problems 12). 4 Have a local craftsmen talk to class about his trade meeting individual and social needs (All Voc. Ed.)
	5 2 understand that one's job or occupation can influence leisure time activities	1 Interview an assortment of workers on day and night and or rotating shift and the effect their work has on types of leisure time activities. Discuss effects in class (Social Prob. 12, Econ. 12, IBV 9, Mechanics) 2 Brainstorming session on the effects of a 4 day work (also 3 day holiday week-ends) (Social Prob 12, IBV 9, Econ 12, P.E. all)
	5 3 people work for different reasons and receive different rewards	1. report on interviews with a person who does volunteer work and find out why he does it. (Ex: Scout leaders, theater guild, hospital volunteers) (Speech 10, Journalism 11,12) 2. Choose an occupation that appeals to you and name the most important rewards you will derive from it. Discuss variety of reasons people select various occupations. (Group Guidance 9, D.E 1, IBV 9, I A. Survey 9) 3. Construct a list of individual needs which a specific occupation could meet. (Group Guidance) (Con't on next page)

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
3. Central Colony Staff, volunteer and facilities	3 realize that commitment to a certain occupation can lead to fulfillment of individual and social needs	3. same as activity 4
4. Newist video tape - lessons 15 & 17 Local craftsmen	4. Same as above	4. Interest shown by question, attentions of class
1. School nurse and social worker Local craftsmen, NEWIST video tape, lessons 11, 12, 20,24, 27,28 Local employees	1. have a better understanding of the effect of shift work upon leisure time activities	1. Quality of discussion
2 Prior knowledge and creative thinking	2. recognize the advantages and disadvantages of a 4 day work week and its effect on leisure time activities	2. Ideas generated by class
1 Volunteer workers	1. ascertain reasons why people do volunteer work.	1. content of report
2. Student feeling	2. realize that people work for different rewards	2. Interaction of student ideas
3. Students	3. realize that certain individual needs can be met through his job	3. thouroughness of list

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
· Work means different things to different people	5.3 people work for different reasons and receive different rewards	4 Write a report on an interview with a retired person who continues to work parttime as to motivating reasons for work (English II) 5 Interview a "working" mother and a "housewife" and list the reasons each has for their choice (could be extended into cause of working mother) (Family Living, Forum)
· Education and work are interrelated	6.0 Know where and how to apply for jobs	1 View and discuss filmstrip/films IBV-9; Pilot, Prep classes for coop 2. Fill out a typical job application form (Jr. Advisor in Spring; IBV-9; Pilot Program) 3. Role play a job interview (Speech 10 and/or Advanced Speech) 4. Listen to a speaker from State Employment Office discuss where and how to apply for a job (IBV-9; Junior class meeting) 5 Read the want ads in the newspaper and write a letter of application for one of your choice (English-12; IBV-9)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
4. Golden Age Citizens, Senior Citizens	4. realize what an important part of life work is	4. Insight shown by report
5. Married women in community	5 be aware that married women work for a variety of reasons	5 Lists, depth of debate
1. You Job Interview Guidance Associates Your Job Series (Coronet Films) Getting a Job Encyclopedia Britannica	1 have a better understanding of a job interview	1 class discussion of filmstrip
2. Application form-Freshman advisor Text book; student values and experiences; Abbot Associates, Interviewing simulation game	2 gain experience in filling out application form	2 neatness and accuracy
3. Students	3. gain experience in being interviewed	3. ability to communicate
4. State Employment Office	4 have a better understanding of where and how to apply for a job	4. quality of class discussion
5 Newspapers, Texts	5. learn how to write a letter of application	5 form and content of letter

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Education and work are interrelated	6.1 Analyze the relationship between learning and earning through on-the-job experiences	1. Write to a personnel department of a large company/corporation relative to their apprentice or on-the-job training program (Prep for Coop) 2. Listen to employer or former graduate discuss on-the-job training and apprenticeship opportunities (Prep Class for Coop; Survey of Industrial Arts)
	6.2 Accept the concept of continuous education and training for enhancing and effecting one's career development potential	1. Discuss how educational training or retraining can develop job potential (Ind. Rev. in U. S. History 9; Ind. Rev. in West. Civ. 10) 2. Listen to a speaker from vocational school describe post high school training programs available in the day and evening school (All Voc. Ed Areas) 3. View films and/or a filmstrip concerning the need to finish high school and make wise decision concerning post high school educational training. (Pilot; Ind. Arts Survey; College Prep English) 4. Tour U. Wisconsin on Short Course Day or have Dr. White present slides on Short Course (Ag. 12)

(Con't on next page)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Personnel Departments	1. recognize that companies and corporations do offer apprenticeships and on-the-job training programs	1. Write a short summary of responses received
2. Personnel Departments Oregon High School graduates	2. understand that learning and earning are interrelated	2. depth of discussion
1. Texts, IMC material, Personal experience	1-2. recognize how training and retraining can lead to employability, understand the various post high school programs available through vocational school	1. quality of discussion
2. Vocational school personnel		2. participation in follow-up discussion
3. The Empty Lot (Pilot) Govt. film Apprenticeship Training (I.A. Survey) (AFL-CIO Film) An Overview of Technical Education (I.A. Survey) (Guidance Assoc.) College and Career (Coll Prep Eng.) (Popular Science) Choosing A College (Coll. Prep. Eng.) Guidance Associates	3. gain more insight to the relationship between education and work	3. discussion based on film/filmstrip
1. Dr. White, U.S. Agr. Campus	4. Become acquainted with ways to continue education in agriculture	4. writtem summaries of short course programs

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
. Education and work are interrelated	6.2 Accept the concept of continuous education and training for enhancing and effecting one s career development potential	5. Discuss different ways that a student can continue his education (Guidance - Fall)
	6.3 understand that many occupational possibilities related to individual school subjects	1. Class will compile a list of jobs available that are related to - FRESHMAN SUBJECT AREAS
	6.4 understand that demands for certain professional technical, skilled and service occupations are increasing	1. View filmstrip Preparing for the Jobs of the '70's and discuss the need for training and retraining due to increased demands for certain occupations 2. View film about health care field and then list careers that have an interesting need for personnel (Biology) 3. Class will compile a list from the want ads of jobs requiring some skill and those requiring none (Journalism) 4. Listen to a labor leader discuss the increase of skilled and technical jobs of the 70's vs. the 60's (Social Problems; Economics)
	6.5 understand career opportunities in relation to availability of training	1. Listen to a speaker from technical school discuss need to correlate training opportunities with demand for workers (Econ , Mechanics; Welding, E.E I)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
5 Guidance personnel & materials Outside speaker	5 be able to identify ways that they can continue their education	5 number of ways listed in discussion
1 Student knowledge, teacher Teacher Resource: The Teacher's Role in Career Development Minn. Dept. of Educat or Natl. VOC Guidance Association	1 recognize the many career possibilities in any area	1. extent of list
1. Preparing For Jobs of the '70's Guidance Associates	1 recignize that job preparation needs are always changing	1 deduction evidenced
2 Horizons Unlimited (Div. of Health film library)	2 become cognizant that some fields have an increasing demand for personnel	2. discussion of film and resulting list of careers
3 Newspapers	3 know there is a greater demand for skilled than non-skilled workers	3 comparative lengths of two lists
4. Labor Leader	4 see the necessity of acquiring skills for jobs in the '70's	4 discussion of speaker's comments
Technical School representative	1 conclude that there is a supply and demand relationship between jobs and training opportunities	1 discussion of speaker's remarks

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Education and work are interrelated	6.5 understand career opportunities in relation to availability of training	2. Discuss need for alternative plans if desired training programs are filled (Guidance - Fall)
	6.6 understand that continuous education and training will enhance one's career development potential	1. Listen to employment manager discuss the criteria he uses in hiring and picking men for promotion (including continuing education activities) (Economics, Social Problems) 2. See Activities for this objective under Career Planning, Concept 16
	6.7 understand that one's education and training will affect his employability potential	1. Hear panel members discuss their individual employability potential in a job field with panel members having various degrees of training in that field. (Social Problems; Economics)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
2 Admissions officer	2 understand the need for alternative plans	2 classroom discussion
1 Area employment managers	1. understand that continuing education has a bearing on career development	1 Class discussion
1 People in community	1. be able to appraise the effects of education on employability (both positive and negative effects)	1. Astuteness of appraisal

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Individuals differ in their interests, abilities,	7.0 formulate job expectations that are consistent with his personal attributes	1. Self-evaluation activities in Sociology 11-12 or Social Problems 12 and IBV-9 in relation to job opportunities 2. In 2 paragraphs or less define "personal attributes" Discuss the various definitions. (IBV, Pilot Project) 3. In a brainstorming session, have students list jobs that require special personal attributes (IBV, Pilot Project) 4 From a list of brief job descriptions involving Subject Area, write 3 personal attributes that a person seeking this job should possess (ANY SUBJECT AREA)
	7.1 accept the uniqueness of other individuals	1. Participation in or discuss the value of a computer orientated activity, i.e. dance, student schedules, housing needs, genetics, medicine) (Math IV, Family Living, LBC, Biology II, Ag. II Consumer Ed.) 2. Write a theme entitled "What Makes Me Unique?" Teacher reads theme to class to show qualities that make a person unique. Have class discussion on what occupation would complement that quality or talent. (English 10) 3. List and discuss traits of personalities in the entertainment world that make them unique. (Play Analysis 11-12)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1-3. Sextant Series School record (grades, activities attendance, aptitude test) Interest inventories Student background, teacher	1-3. have discovered at least three specific occupations in which he could use his interests and attributes 1-3 have a better understanding of personal attributes	1-2 insight shown by definitions 3. extent of participation in discussion 3. student participation in brainstorming and extent of list
4 Student background, Sextant Series, teacher-made job description	4 be able to relate job description and personal attributes	4. appropiateness of attributes listed
Computer forms, teacher, computer, Royal McBee system	1 -2. see that individuals are unique	1 degree of participation and/or discussion
2 Student themes, teacher		2 theme content and class discussion
Periodicals Movies Television	3. appreciate the wide spectrum of qualities which make individuals unique 3. visualize that well-known people have distinctive traits	3 length of list and discussion

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Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Occupational supply and demand has an impact on career planning	8.0 recognize that technological change may effect employment opportunities and task requirements of various occupations.	1. In class discussion, compare and contrast the duties of a doctor in 1860 to present day 2. Listen to a speaker from the Madison Printer's Guild speak on the technological changes in the printing industry the past 50 years. (Graphics, I.A. Survey, Journalism) 3. Class discussion of why fewer hired men are needed on the farm than in 1900. (Ag, U.S. History 9) 4. In small groups, research a technological change of your choice to discover and report on the jobs that were eliminated, modified or created by that change. EXAMPLE: A. Computer controlled steel industry (Chemistry) B. Water pollution control (Biology) C. Air pollution control (Auto Mech.) D. Computerized records (Geometry) E. Retail merchandizing (Dist. Ed.)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Textbook, IMC material, Teacher Television	1. recognize that technological changes will change the responsibility of an occupation	1. degree of involvement in discussion
2. Madison Printer's Guild	2. be aware of technological changes in the printing trade and their impact on job opportunities	2. discussion of speaker's comments
3. Teacher, Student, Textbook Area Farmers	3. realize that technological change in Agriculture reduces the need for manpower	3. amount of class discussion
4. Textbook, Periodicals Personal interviews	4. discover that jobs are eliminated, modified, or created by technological change	4. quality of research papers

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	[illegible]clude subject area, topic, and brief description of activity.)
Occupational supply and demand has an impact on career planning	8.1 become familiar with employment trends and plan accordingly	1. View and discuss slides entitled Looking Ahead to a Career showing occupational and industrial mix and what it forecasts for the next decade (IBV-9, I A Survey) 2. Graph the percentage of the labor force employed in major occupational groups over a period of 50 years. Example: Blue Collar and white collar Math-9 3. Listen to speaker from State Employment Office discuss "Employment Trends in the 70's" [illegible] Prep Course for Coop, IBV, I A Surv[illegible]

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Occupation Outlook Service	1. become familiar with employment trends and plan accordingly	1. written summary of slides and discussion
2. Teacher's Role in Career Development (National Vocational Guid. Assoc. Occupational Outlook Handbook (Dept. of Labor) Historical Statistics of the U.S.	2. interpolate graphs to show employment trends	2. accuracy of graphs and ability to interpolate
3. State Employment Service	3. gain a better insignt of the employment trends of the 70's so they can plan their career accordingly	3. discussion of speaker's comments

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Job specialization creates interdependency	9.0 *recognize that specialization has created an interdependency of occupations and required cooperation among workers and cooperation between employees and employers*	1. *Take a field trip to CUNA, Ray-O-Vac, American Family, Oscar Mayer or Ohio Chemical. (IBV, Business Ed., IPS, AG, Consumer Ed.)* 2. *View and discuss film with emphasis on worker cooperation* 3. *Brainstorming session on how cooperation between employee-employer; employer-employee; teacher-student is beneficial to all. (IBV-9)* 4. *Set up an assembly line approach to a project. (Metals, Graphics, Mechanics, Art, LBC, Woods)* 5. *Participation in a class or extra-curriculum project involving job specialization to demonstrate interdependency and the need for cooperation:* a. *Home Ec. - tea* b. *Newspaper - annual* c. *Data collecting questionnaire for statistics unit* d. *Foreign language models* e. *Musical performances or production* f. *athletic team* 6. *Role playing on selected issues with students acting as labor leaders, management, and mediators.*

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. *Area industry and offices*	1. *observe how specialization requires additional cooperation*	1. *discussion of field trip*
2. *Careers in Building Trades (Coronet Films)*	2. *conclude that worker cooperation is essential in any occupation*	2. *transfer of knowledge shown in discussion*
3. *Student knowledge*	3. *understand that cooperation is helpful to all*	3. *list*
4. *Laboratory areas*	4. *recognize that specialization has created interdependency*	4. *attitude shown in project work*
5. *Teachers, student experience advisors*	5. *gain practical experience in interdependent job specialization.*	5. *cooperation and participation*
6. *IMC Materials on labor negotiations; local labor and management personnel*	6. *know that employers and employees must cooperate for the benefit of both*	6. *empathy shown by role players*

CAREER DEVELOPMENT GUIDE

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LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
Job specialization creates interdependency	*9.1 understand that specialization is a process of continuous scientific and technological advances*	*1 Write to different large companies/corporations and inquire what training institutes/schools are offered by the company/corporation and share findings Ex: General Motors, Zenith (Auto Mechanics, Welding, Graphics, Office Practice, Clerical, Bookkeeping)* *2. Take a field trip to a modular home industry and write a short paper noting the specialization brought about by technological advances. (LBC, Arch Drawing)* *3. Discuss the effects of transistors and printed circuits on job specialization in electronics (Physics)* *4 View and discuss film (Graphics, Ind. Arts Survey)*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Business companies	1. become aware that many businesses sponsor specialized training schools	1. extent of findings
Local industries, textbooks American Builder's Magazine	2. see how advances in technology and specialization affect the home building industry	2. comprehension shown by paper
Textbook, IMC materials, local electricians and electronics technicians	3. see how technological advances increase job specializations	3. insight from discussion
Graphic Communications, They Used To Call it Printing (Printing Institute, Philadelphia)	4. see how technological advances increase job specializations	4. insight of discussion

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
0. Environment and individual potential interact to influence career development	10.0 recognize and accept the influence of many factors on Career Development (Peers, family, significant adults, community, geography, economics, etc.	1. Students will interview an adult to find out factors that influence his or her career development, and then share and discuss feelings. (Agriculture, Social Studies, Psychology) 2. Listen to recording of "In the Ghetto" and then list and discuss environmental factors mentioned in the song. (Sociology, Social Problems) 3. Play Ghetto game (Sociology, Social Problems) 4. Students state mother's, father's, grandfather's occupation and their own occupational aspiration. (Agri., Voc. Ed., Sociology, Geometry) 5. View and discuss and answer questions of filmstrip (I.A. Survey, Metals) 6. Interview two or more people in apprenticeship programs to find out what influenced them to enter the program and share findings with class. (Voc. Ed.) 7. Poll class as to how many chose their elective subjects because of friend's choice and discuss how peer influence can affect career development. (Group Guidance-9, Elective courses)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Adults in community	1. Become aware that career development is influenced by many factors	1. Findings and discussion
Recording	2. recognize economics in community influence career development	2. List and discussion
3. Game	3. recognize influence of community on career development	3. Follow-up discussion
4. Family and self	4. recognize whether or not succeeding generations seek occupations of same general status	4. Teacher observation of student's ability in deduction
The Story of Steel (U S Steel Instructional package)	5. realize how careers develop in specific communities as dictated by geography and economics	5. written answers to questions and discussion
Local apprentices	6. gain an insight to different reasons for pursuing apprenticeships	6. findings from interview
Students	7. understand that peer pressure can affect career development	7. results of poll and discussion

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9 12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
0. *Environment and individual potential interact to influence career development*	*10.1 accept the necessity of compromise between one's societal and individual needs in his career development.*	*1 Individual or small group research projects on effects of television on individuals in the entertainment fields. (English 12)* *2. By writing or discussion give effects of a conglomerate corporation on the companies acquired by it (ex. Gisholt by Giddings-Lewis or Oster by Sunbeam) (Agriculture)* *3. Class discussion on how the laws of society force the individual to compromise the fullfillment of his needs. (ex. Laws on Pollution--Automobiles; Laws on Use of Insecticides and Fertilizers-Farmers; Abortion Laws-Working women.)(Con. History, Family Living, Sociology)* *4. Survey class as to number of families that have been transfered by their Dad's employer in last five years and discuss resulting problems. (Geography)*
	10 2 recognize and accept that his career choice may be influenced by job opportunities in his geographic area	*1. See Activity #5 on Story of Steel under previous objectives of Concept #10.* *2. See Activity #4 on polling class regarding transfers under previous objective of Concept #10.* *3 Discuss career opportunities in Appalachia or __________ (Geography)* *(Con't on next page)*

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Students, IMC Materials	1. see how individuals have been forced into career changes and compromises by television	1. Quality of research projects
2. Students, IMC Materials	2. understand effects of conglomerate corporation.	2. Writing and/or discussion
3. Laws, texts, IMC Periodicals	3. realize that individual needs can not always be met because of society's needs	3. Involvement in discussion
4. Class Parents	4 become aware of personal adjustments sometimes required to maintain employment or accept promotion in our society	4. Comprehension of problems
1. ----	1. ---	1. ----
2. ----	2 ----	2. ----
3. Texts, Periodicals	3 recognize that physical environment can determine type and quality of jobs available	3 Quality of discussion

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
0 Environment and individual potential interact to influence career development	10 2 recognize and accept that his career choice may be influenced by job opportunities in his geographic area	4. Small group research and present panel discussion on why recent graduates have stayed or left community. (Social Problems, Sociology, Forum)
	10 3 evaluate career expectations others have for you and how these expectations affect your career plans	1. Have parents and students *independently* list three occupations in which the student could best use his interests and capabilities and discuss similarities and differences. (Psychology, Sociology, IBV)
	10 4 understand that sex, race, creed, and socio-economic background affect career choice	1. View and discuss film and filmstrip on women in the work world. (Home Ec. I, Phy. Ed., Clerical Practice) 2. Read and discuss *Black Like Me*, *West Side Story*, *Blackboard Jungle*, *Grapes of Wrath*. (English 9 and 12) 3 Students will discuss and analyze current religious conflicts a. N. Ireland Catholics and Protestants b Amish/Menonites c Nigerian Moslem & Catholics d. Pakistani Hindus & Moslems e. Jews and Moslems (Forum) 4. Class review and discussion of equal opportunity act and actual practice. (Forum, U.S History, Cont. History) 5. Discuss the term S.A.S.P. and how it affects their career choice (U S History, Cont. History, Forum)

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Recent follow-up studies of graduates Counselor	4. see that his career choice will effect his geographic location	4. Expertise of Panel
1. Parents, Students Teacher prepared form	1. better understand relationship between parental and student expectation and their effect on career planning	1. Discussion of similarities and differences
1. Film: Careers for Girls (BAVI) Filmstrip: A New Look at Home Economics Careers (Guid. Assoc.)	1. become aware of expanding job opportunities for women	1. Discussion
2. Black Like Me, West Side Story Blackboard Jungle, Grapes of Wrath	2. become attuned to problems caused by existing societal inequities	2. Discussion and essays
3. IMC Materials Periodicals TV	3. gain insight of affect of religious conflicts on society including affect on career opportunities and choice	3. Depth of understanding
1. IMC Texts	4. become cognizant of the disparity between the law and actualpractice concerning equal opportunity	4. Perception shown in discussion
Periodicals Student observation	5. learn how being in the minority affects career choices	5. Discussion depths

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LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
0 Environment and individual potential interact to influence career development	10.4 understand that sex, race, creed, and socio economic background affect career choice	6 From list of ethnic groups students will name occupations that are associated with each group and then compare and discuss lists. (Soc. Problems, Sociology, U. S. History)
	10.5 understand and accept individual ability will determine in part the level of attainment in a given career area	1. Read and discuss the book The Peter Principle by Peter. (Points out how each individual rises to his own level of incompetence. 2. Class discussion on how seniority systems in business, industry and government restrict individual advancement regardless of ability. (Economics, U.S. History, Clerical Practice, Office Practice, D.E.) 3. Class listing of career areas in which level of attainment is determined primarily by individual ability. (Geometry, Algebra, Phy. Ed, Art, Music)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
6. *Personal prejudices and stereotype*	6. *become aware of the problems resulting from our occupational prejudices*	6. *Lists and discussion*
1. *Book: The Peter Principle Random House*	1 *learn how we all tend to rise to our incompetence level or competence*	1 *Participation in discussion*
2 *Texts, IMC, TV, Periodicals*	2. *learn about factors other than ability which affect advancement*	2 *Written summaries of discussion*
3 *Student knowledge*	3. *become knowledgeable that individual ability determines level of attainment*	3. *Insight shown by list*

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Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
1 Occupations and life style are interrelated	11.0 understand the outcome of work (Status, economic, benefits and security	1. See Activities listed under Concept 5 2. List and discuss fringe benefits and pension plans that employees can receive (Forum) 3. Students will fill out teacher prepared form giving first impressions of designated occupations as to social status, wage level, security (IBV)
	11.1 understand that career planning has an effect on one's life style	1. Panel discussion on 4 different life styles at age 20, college, military, working and unemployed (Video-tape, IBV, Speech) 2. Discussion of the effects of technical training and responsibilities on one's life style. (Voc Ed.) 3. Listen to salesman or truck driver who is often away from home discuss the effect on his life and the life of his family (D.E., Family Living)
	11.2 understand that there is a relationship between job satisfaction and mental health	1. Have the school psychologist discuss the relationship between job satisfaction and mental health with follow-up discussion. (Social Problems) 2. Listen to speaker from REACT-HOT LINE discuss the contribution they make to individual mental health. (Psychology, Social Problems, Forum) 3. List courses you have taken or are taking in order of preference and list your courses in order of grades received. Discuss similarities and relate to world of work. (Math IV)

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. ----	1. ----	1. ----
2. Parents, employed brother and sisters Occupational Outlook Handbook	2. realize that work has fringe benefits other than direct salary	2. List and depth of discussion
3. Teacher prepared form will list various occupations vertically; status, economic benefits and security horizontally	3. See that there is a relationship between occupations and social status, economic benefits, securtiy	3. Interpretation of chart
1. Older brother and sisters Acquaintances	1. understand the various types of career planning generate different life styles	1. Diversity of viewpoints shown in panel discussion
2. Student knowledge, Teacher	2. understand the various types of career planning generate different life styles	2. Insight shown in discussion
3. Area salesmen, Area Truckdrivers	3. understand that occupation and life style are interrelated	3. Student empathy
1. School psychologist	1. have a greater awareness of the relationship between job satisfaction and mental health	1. Discussion
2. REACT personnel	2 learn there are agencies that are concerned with individual mental health	2 Discussion of speaker's comments
3. Students, cumulative records	3 realize how positive activity and performances reinforce each other.	3. Lists and resulting discussion

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CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
1 Occupations and life style are interrelated	11 2 understand that there is a relationship between job satisfaction and mental health	4 See activities under Concept #5
	11 3 understand that the socio-economic background of the individual may affect career opportunities	1 See activities under Concept #10 2 View film: Home is a Long Road and discuss what job opportunities are open to migrant worker and why they are limited. (Sociology, Social Problems) 3 View filmstrip: Four Who Quit and discuss problems faced by dropouts (IBV, Pilot) 4 Listen to and discuss speakers comments from one or more agencies such as ADC, NAACP, OEC, Social Security, and social workers speak on their work with people of the lower socio-economic level (Forum, Social Problems)
	11 4 understand that leisure time and avocational activities can complement work as a means of self expression	1. See other activities under Concept #5 2. Listen to Mr. Bauman and Mr. Davis talk about why they perform in musical groups in addition to their regular profession Follow-up discussion (Band, Chorus, ART) 3. Students will report to interview with a parent or relative on past and present leisure time activities (Phy. Ed. 10, Family Living)

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
----	4. ----	4. ----
----	1. ----	1. ----
Home is a Long Road Film from BAVI	2. realize socio-economic background of individual may limit job opportunities	2. Depth of understanding observed in discussion
Four Who Quit from Guidance Associates	3. recognize that dropping out of school limits career opportunities	3. Class discussion
Agency speakers, State farm, School for Girls	4. become aware of the socio-economic problems of some group and how agencies assist them in becoming self-supporting	4. understanding displayed in discussion
----	1. ----	1. ----
Teachers	2. understand that an occupation does not always fulfill one's need for self expression	2. Discussion
Parents, relatives	3. realize that one's leisure time activities change according to one's change in age, responsibilities and life style	3. Quality of report

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
1 Occupations and life style are interrelated	11.4 understand that leisure time and avocational activities can complement work as a means of self expression	4. Listen to a speaker discuss recreational programs sponsored by employers for employees and their needs for doing so. (Phy. Ed., Forum)
	11.5 understand that career will determine friends, associates and status in community	1. List the occupations of the family's closest friends and compare them to your parents' occupations. (IBV, I.A. Survey) 2. Survey selected one-block areas within school district to determine occupations of residents. By color, according to occupations, place results of survey on district map. (I.A. Survey)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. *Area recreational personnel (Ex. Rural Insurance)*	4. *see that employers are aware that avocational activities complement employee's work*	4. *Reaction to speaker's remarks*
1. *Student values, Parents*	1 *discover if there is a correlation between friends and parents occupation*	1. *Discussion of lists*
2. *Community*	2. *be able to determine if there is a correlation between occupation and neighborhood*	2. *completeness of survey and quality of map*

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
2 Individuals can learn to perform adequately in a variety of occupations	12 0 recognize career horizons through participation in simulated activities and work situation	1. F T A members participate in "student-teacher" day during student council week (FTA Club) 2 Participation in a Capstone Program (VOc Ed.) 3 Students will give a oral report on the things he has learned in part time or summer employment (SPeech) 4 Students will listen to speaker from B S A explain their career exploration program (Group Guidance)
	12 1 realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals	1 Students will take field trip with class discussion centered on the variety of jobs observed during field trip (Voc Ed classes) 2 In a brainstorming session students will list as many job opportunities in a given area as they can (All Areas) 3. Refer to Activities in Concept #4.
	12 2 identify several satisfying job alternatives that could utilize his talents	1 Refer to Concept 12, Obj 2 2. Refer to Activities under Concept #10 3. Listen to taped on-the-job interviews (IMC, IBV) 4 Refer to Concept #7

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
. School Club, School Staff, Club Advisor, Administration	1. gain on-the-job experience in the teaching field	1. Student reaction
2. Capstone courses	2. gain on-the-job or simulated experience as an aid in making career decisions	2. Teacher, employer, student, parent evaluation form
3. Student experiences	3. enlarge his knowledge of the "work world" through summer and/or part time employment	3. Oral report
4. B.S.A.	4. become aware of career exploration program sponsored by B.S.A.	4. Interest shown in program
1. Place of field trip	1. be aware of the wide range of job opportunities offered by a specific career area	1. Observation
?. Student background	2. become aware that there are a vast number of job opportunities in a career area	2. Comprehensiveness of list
3. ----	3. ----	3. ----
1. ----	1. ----	1. ----
?. ----	2. ----	2. ----
3. S.R.A. Vocational Interviews, Guid. Assoc. ON-the-Job Interviews, Valient IMC Prerecorded Tapes for Vocational Guidance (Imperial Products) Career Development Lab (Educational Prog.) Guidance Kit	3. learn of job alternatives that could utilize his or her talent	3. Interest shown
ı. ----	4. ----	4. ----

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Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
12 Individuals can learn to perform adequately in a variety of occupations	12.3 experience several occupational tasks he could perform or learn to perform	1 Refer to Concept #12, Activity 1. 2 Students in capstone courses will perform a variety of occupational tasks. 3. Students in vocational courses will perform variety of occupational tasks: (Graphics, Mechanics, Welding, LBC, Home Economics, Typing)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. ----	1. ---	1. ----
2. *Capstone courses*	2. *learn to perform a variety of occupational tasks*	2. *Prepared evaluation form*
3. *Laboratory*	3. *learn to perform occupational tasks in a laboratory situation*	3. *Degree of participation*

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
3 Career development requires a continuous and sequential series of choices	13.0 identify and utilize systematically only valid sources of occupational information	1. Students will visit IMC to become aware of occupational resource information at the high school level (Eng-9, IBV) 2. Refer to activity under concept 8 & 15 3. Compare literature from a professional organization and a neutral source concerning job descriptions in the field. (Ex. Engineering) (Physics, Bio II, Capstone)
	13.1 identify and comprehend factors which may have relevance for one's career decisions	1 Show filmstrip: Choosing One's Career and discuss (IBV, AGI) 2. View and discuss filmstrip: Vocational Decision (IBV, I A. Survey) 3. Brainstorm the important factors you would consider in making career decisions (IBV, I A. Survey, Family Living, Clerical Practices) 4. Refer to activities for Concept 10 & 1
	13.2 understand that each decision one makes may have important implications for future decisions	1. Read and discuss Robert Frost poem: "Road Not Taken". (Eng 11) 2. Study a computer flow chart programmed for a specific activity within the student knowledge. (Geom., Chem.) 3. Discuss the implications of the Treaty of Versailles (1919) (U.S. Hist, West Civ.)

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Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1. Counselor IMC occupations material Library staff Teachers	1 become aware of the vast amount of occupational, available information	1 Extent that materials are used
2 ---	2. ---	2 ----
3. National Society of Professional Engineers or - U.S.-Department of labor Statistics Occupation Outlook Handbook	3. learn that occupational information may be slanted	3 Discussion of comparison
1. Choosing One's Career (Guid. Assoc.)	1. be made aware of the various factors that go into choosing one's career	1. Discussion
2 Vocational Decisions (Society for Visual Education)	2. become more aware of factors involved in making career decisions	2 Discussion
3. Student values Teacher	3 realize that individual values affect career decisions	3 Resulting list and discussion
4. ----	4. ----	4. ----
1. Textbook	1. understand that when we make decisions we should always consider alternatives and consequences	1. Quiz
2. Teacher prepared computer flow chart	2. comprehend that each decision has implications for future decisions	2 Quality of chart
Textbook IMC Material	3 understand that each decision is part of a chain of decisions	3. Discussion

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
3 Career development requires a continuous and sequential series of choices	13.2 understand that each decision one makes may have important implications for future decisions	4. Each student will list the major decisions that have affected his career development to date. (SOCIAL STUDIES AND OTHER COURSES WITH ACTIVITIES FOR THIS OBJECTIVE)
	13.3 understand that new jobs usually develop withing occupational clusters.	1. See activities for Concept #4. 2. View and discuss filmstrip: New Career Opportunities (IPS) 3. Investigate sources of manpower for new jobs created by technical advancement (GRAPHICS, MECHANICS, CLERICAL PRACTICE, AG, PHYSICS, BIO 11)
	13.4 understand that educational decisions may have an important impact on career opportunities available to an individual	1. See activities for Concept #6 & #5 and previous objectives in Concept #13. 2. View and discuss film: More Power for the Job. (IBV, IA SURVEY)
	13.5 realize that many occupations offer a series of advancement opportunities	1. Listen to a speaker from Wisconsin Telephone Company discuss entry jobs and advancement opportunities (Career Day, Forum) 2. Analyze Civil Service jobs and the different ratings applied. (Social Prob.) 3. Examine and discuss the chain of command for a military service. (Social Problems) 4. Refer to activities for Concept #10.

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
4 Student Previous activities for this objective	4. realize that their personal career development is the result of a sequence of decisions	4 Individual insight shown by list
1 ---	1 ---	1 ----
2 New Career Opportunities (Popular Science)	2 become more aware of new job opportunities within existing occupational clusters	2. Discussion
3 Technical journals Personnel managers Employment offices	3. learn that new jobs are usually filled by people with backgrounds in occupations related to the new job.	3. Thoroughness of investigation
1. ---	1. ---	1 ----
2. More Power for the Job (International Film Bureau)	2 grasp the importance of high school course selection as related to future career plans	2 Discussion
1 Personnel office of Wisconsin Telephone	1 realize that many companies have a policy of promotion from within the company	1. Interest shown in question-answer period
2 Federal, state and municipal civil service brochures	2. realize the requirements for and restriction placed on advancement in civil service controlled occupation.	2 Quality of analysis
3. Local service recruiter Brochures and pamphlets for counselor	3 become aware of promotional opportunities in the military service.	3. Discussion
4. ----	4. ----	4. ----

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9 12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
14 Various groups and institutions influence the nature and structure of work	14.0 understand that labor-management, government, and public dynamics act to influence the nature and structure of work 14 1 understand that direct and indirect influence exerted upon the nature and structure of work by (A) laws (B) labor management (C) professional association (D) licensing requirements	1. Analyze the local small home building codes. (LBC, Architect Drawing) 2. Discuss the implications on the nature and structure of work by one or more of the following topics in appropriate subject areas: A. worker production rates (piece work vs hourly wage) B individual personal hygiene required in various occupations C. Sanitation requirements for various industries D. licensing requirements (barber vs beautician) E. closed and open shops F, professional organizations vs labor union G. effects of community pressure on controversial work projects H. process of labor-management negotiations I minimum wage laws and its ramification J. labor restrictions affecting women and children K. federal government and its control on state and local projects L. changes in business hours and customer service 3. Listen to a public relations official or newspaper editor discuss molding of and reacting to public opinion(Journ.) 4. See activities under Concept #10

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
2 local building code textbook local newspaper teacher IMC Textbook teachers community student experience government publications	1 be aware of the requirement and restrictions placed on small home building	1. implementation through construction and drawing
	2. understand that the nature and structure of work is influenced by many groups and institutions	2 insight shown by discussion
local public relations firms newspaper personnel	3 understand that public opinion is influenced by or influences public relations and newspaper personnel	3 write a plan of action for a case problem in public relations
----	4 ----	4 ----

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Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
15. Individuals are responsible for their career planing	15.0 base his career plans on accurate and pertinent information	1. Discussion of how to rate sources of information. (English 9, West. Civ.10) 2. Individual research in library and listing requirements of 2 or 3 occupations of their choice. (English 9)
	15.1 understand the relationship of high school courses and activities within the world of work	1. Discuss during first week of each class its relationship to the world of work. (Might organize in chart form showing levels of preparation needed for various occupations) 2. Each spring with advisor list requirements for specific field of interest and note those already met.
	15.2 understand the relationship between personal attitudes in high school and employability	1. Listen to employment manager from local business or industry talk on attributes they look for in applicants followed by discussion. 2. Phy. Ed. class discussion of attitudes that will help in learning a new sport as a part of introduction to sport. 3. See Activity #2 for first objective under "self".

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Teachers Librarians	1. be able to decide whether or not information is accurate and pertinent	1. Check on choice of sources
2. Vertical file in library D.O T Occupational Outlook Handbook WISC	2 be able to list requirements of 2 or 3 jobs	2. Check list for accuracy and pertinency
1 Student Handbook Teachers, Occupational Bulletins, newspaper want ads	1 understand need and value of the course	1. Attitude developed toward subject
2. Student Handbook, D O T Occupational Bulletins WISC Local employment manager	2 have a better idea of his progress toward meeting requirements of current career goals 1 see how attitudes and attributes that contribute to school success will also contribute to employability	2. Thoroughness 1. Insights shown in discussion
2 Phy. Ed. teacher, Instruction manual, rule books, film strips on various sports	2. realize they need an open-minded attitude in learning new skills	2. Demonstration of attitudes in new areas
3. ----	3. ----	3. ----

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9 12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
15 *Individuals are responsible for their career planning*	15.3 *become acquainted with and utilize resources available for career planning*	1. *Independent research report in English 9 concerning a job family of his choice including wide variety of opportunities within that family and the differing amounts of training for each. (written or oral)*
	15.4 *determine and pursue educational and/or occupational plans*	1. *Written report of post high school plans in spring (Eng. 11), and discussion of report with advisor (with alternatives)* 2. *On-the-job training in project or capstone courses as foundations for post high school training.*

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 I M.C. materials, guidance office, texts of various disciplines, interviewing people on jobs, trade publications, Metropolitan Life Co. brochures, Occupational Outlook Handbook	1 have researched and become familiar with the wide variety of jobs available within one job family and the amount of training required for each	1 thouroughness of written or oral report within present length limits
1. Self-evaluation, counselor, guidance materials, vocational or other subject area teachers	1 have an organized realistic plan to pursue after graduation	1. degree of insight shown in individual conferences 1. one year follow-up study of graduate by guidance department
2. Training stations in co-op or project programs Program co-ordinators Training station sponsors	2 have gained hands-on experience in occupation under consideration as a basis for post-high planning	2 Teacher-sponsor-student evaluation done on the job site using standard evaluation forms provided

CAREER DEVELOPMENT GUIDE

Oregon Consolidated Schools

LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
6 Job characteristics and individuals must be flexible in a changing society	16 0 recognize and accept that environmental and social changes require to ability to adjust	1 Written or oral report in Biology 10 on medieval medicinal practices compared to present day practices for common ailments 2 Class discussions in all subject areas dealing with technological changes in their respective areas requiring personal ability to adjust. Ex: printing methods, cooking, fabrics, merchandising, calculating machines, family vs corporate.
	16 1 recognize that jobs are modified, eliminated, or created by technological and societal change	1. Students will list within area of interest jobs that have been modified, eliminated, or created within their lifetimes (Soc. Studies 9, Ind. Rev.) 2 As a class activity Math 9 students will list occupations that will be affected by anticipated change to metric system 3 See Activities under Concept #8
	16 2 accept the necessity for the individual to change jobs due to changing structure of work	1. U. S. History 9, Class discussion on why it is necessary for individuals to change when structure of work changes 2 Written reports of interviews with people to determine if they changed

Oregon Consolidated Schools

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
Reference texts and supplemental reading in I M C. Local Physicians	1 realize how increased knowledge causes social change which dictates changes in related occupations	1. Show ability to transfer the idea of increased knowledge being a change agent in other fields
Texts, Films, Filmstrip: Preparing for Jobs of the '70 s ,Technical publications, Slides - Looking Ahead to a Career on free loan from Dept. of Labor Statistics	2 recognize how technological changes require the ability to adjust	2 Test on how increased knowledge causes social change with dictates changes in occupation Quiz, quality of discussion, participation
Occupational Outlook Handbook Parents, texts, Representatives from Employment Service IMC - Old want ads	1. recognize that jobs are modified, eliminated or created by societal and technological changes	1 Quality of ideas
Texts, periodical reprints tables of weights and measures	2 recognize impact change in measurement system will have on society	2 Quality of discussion and interpretation of list Quiz on list
- -	3. - -	3. - - -
Textbooks, personal interviews with people who have experienced changes IMC Material	1 be able to list advantages of changing with structure of work	1. Teacher evaluation of discussion involving some who changed and some who did not with work structure
Locally employed people, Ex: former G.shold employee	2. understand why people change jobs	2 examination of pupils' written material

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LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
6. Job characteristics and individuals must be flexible in a changing society	16.2 accept the necessity for the individual to change jobs due to changing structure of work	3. Students report on interviews of local musicians re: necessity to change instruments, style, locations, etc. (Music Class)
	16.3 recognize that there is a line of advancement which requires personal adjustment	1. Investigation of requirements for advancement within a job cluster (IBV-9); and a more specific line of advancement within an occupation. (Capstone courses 11 & 12) 2. Discussion of adjustments necessary as one advances in line of promotion. 3. English 9 students interview band members and write reports describing "challenge system" in band seating (also for next obj.)
	16.4 recognize that there is a relationship between advancement and willingness to accept responsibility	1. Written reports of an interview with a person in management to find out why the manager's subordinates were or were not advanced. (Capstone 11 & 12) 2. Written or oral reports on interviews with executives in business, industry, government or military concerning their line of advancement and additional responsibilities at each level. (U.S. History 9)

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RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
3 Local musicians	3. will learn about necessity of flexibility within an occupation	3. Quality of written or oral reports
1. D.O.T., Occupational Outlook Handbook, WISC, Occupational Briefs, SRA or Chronical Sextant Series	1. become familiar with requirements for advancement within an occupational field	1. Evaluation of oral reports
2 Results of first activity	2 recognize that personal adjustment is necessary and beneficial to advance in one's career	2. Depth of discussion
3 Band students	3 gain knowledge of an advancement system within their school including adjustments and responsibilities involved (next objective)	3. Written report
1 Management personnel	1 better understand the relationship between advancement and willingness to accept responsibility	1. Written reports
2 Adults in community	2 same	2. Reports

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LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
16 Job characteristics and individuals must be flexible in a changing society	16.5 recognize that changing job characteristics require specialized education, preparation and training	1. Listen to manager and/or labor leader speak on education and specialized training for today's changing job market. (IBV-9, Math 10, Capstone 11-12, Econ 12) 2. All school "career day" providing opportunities for students to talk with representatives from various occupations about requirements. 3. Play game "Ghetto" in Sociology 11-12 and Social Problems 12.
	16.6 understand that job obsolescence and job promotion require retraining	1. Listen to a speaker talk on need for continuous training or retraining. (IBV-9, Capstone 12, Econ 12, Sociology 11-12, Social Problems 12) 2. Graph employment or unemployment in different occupations over past ten years. (Gen. Math, & Algebra 9) 3. Survey want ads from three different time periods to compare employment opportunities. (Journalism 11-12)

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should :	
1 Speakers from management and labor	1 be able to see need for education and specialized training	1 Participation in class discussion on speaker's comments
2 Local representatives from various occupations determined by student interest	2. gain realistic information from personal contacts	2 Student teacher follow-up questionnaire form Guidance Department
3 Game resource material that comes with it	3 learn how people can advance themselves through education and training	3 Degree of insight shown in discussion while playing game
1 Representatives from Vocational Rehabilitation, Employment Service, Vocational School, Economic Opportunity	1 learn that various factors such as job obsolescence or desire for promotion require training	1 Participation in class discussion
2 Department of Labor, Statistics, Periodicals, Newspapers	2 recognize that job availability changes	2. Interpretation of graphs and quizes
3 Newspapers	3 learn that many jobs previously listed are no longer advertised	3 Discuss and compare findings

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LEVEL 9-12

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
16 Job characteristics and individuals must be flexible in a changing society	16.7 understand the adjustments necessary to maintain employment	1. Class activity in which teacher will list on board the various adjustments necessary to keep employed. (sacrifices training, adequate performance, overcoming handicaps) (Sociology 11-12, Soc. 12) 2. Home-Ec Class tour of school kitchen and hear school cook discuss changes in food preparation, occupations requiring adjustments

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
	(Of specific activity) The student should	
1 *Family, Personal Observation* *Texts*	1. *become more conscious of adjustments necessary to maintain employment*	1 *Participation in class activity*
2 *Home Ec. Teacher* *Head Cook*	2 *Same*	2. *Class discussion*

19. Aptitudes-The tendencies, capabilities, or potentials to learn or understand.

20 Technology-Application of scientific principles to industry.

21 Industry-A group of productive, profit making enterprises that have a similar technological structure for production and that produce or supply technically substitutible goods, services and sources of income

22 Educational Preparation-An educational process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation

23 Avocational-An activity pursued in addition to one's work mainly for employment (hobby). Any individual whose career provides him with a means of livelihood and some leisure time can find satisfaction through his avocation in areas of life other than his career

24 Leisure Time-Free time after the practical necessities of life have been attended to, an increasing commodity in our society due to technology

25. Vocational Guidance-An "individualized" aspect of the educational program which is designed to enable each student to reach his full potential in the area of career development

26 Interplay-Mutual action or influence-describes a reciprocal relationship

27 Job Families-Describes jobs which are related through similarity in work performed; tools, equipment and materials used; knowledge needed and mental and physical characteristics required of workers

28 Sequential-Used to describe the continuous and consecutive phases of the career development process

29 Institutions-The sum total of the patterns, relations process, and material instruments built up around major human activities. They regulate and standardize the behavior of employees

30 Conditions-Circumstances which exist as a result of modifying factors (for example, the unemployment rate and its relationship to government spending)

31 Phase-A stage or interval in a development or cycle

32 Stage-Period or step in a process, activity or development

33 Decision Making-Determination arrived at after consideration

34 Self Appraisal-To evaluate one's self with respect to one's attitudes, values, etc. so that a realistic decision and choice can be made

35 Significant Adults-People who through affective interpersonal relationships influence the career choice of others

36 Intrinsic-The internalized or inner values of an occupation which take on a personal significance

37 Extrinsic-The easily identifiable and extraneous features of occupations

38 Concepts-Major ideas, thoughts or notions identified as essential to the career development process

39 Objectives-The teaching vehicle used to develop and understanding of an expressed career development concept

CAREER DEVELOPMENT TERM
DEFINITIONS

1. Job-Employment undertaken for renumeration involving specific duties.

2. Career-The sequence of occupations and/or jobs engaged in or occupied throughout the lifetime of a person.

3. Occupation-Work activity in various job settings in which people engage in a group of similar tasks organized in similar ways. It occupies the worker for a period of time but does not require single minded commitment. It requires differentiated training but may involve considerable retraining.

4. Work-Fulfillment of job duties, expectations for which one has been employed in order to provide a "purposeful" means of livelihood.

5. Environment-The surrounding conditions, influences or forces that influence or modify the career development process.

6. D.O.T.-"Dictionary of Occupational Titles" Comprehensive occupational information resource published by the U. S. Government.

7. Life Style-An individual's way of life determined by attitudes and values expressed in a self consistent manner.

8. Individual Potential-Describes the capacity of the individual for changing and/or developing into a state of self fulfillment.

9. Self-The entire make-up of the individual, emphasizing the relationship between the individual's changing perceptions of himself and a meaningful career choice.

0. Work World-The breath of career opportunities, and the unique aspects of occupations in relationship to an individual preparing to make a career decision.

CAREER DEVELOPMENT TERM
DEFINITIONS

11. Career planning and Preparation-Describes the process whereby a person examines his interests and abilities in relation to careers. As decisions are made within his chosen career field, he must fulfill certain education and training requirements.

12. Career Development-A continuous, developmental process, a sequence of choices which form a pattern throughout one's lifetime and which represent one's self concept.

13. Occupational Information-Valid and usable data about occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of an demand for workers, and sources for further information.

14. Personal Attributes-Intrinsic qualities of an individual which he must consider in relation to his choice of job and/or occupation.

15. Interests-Through the study of self and occupations within the work world, one expresses a preference for an occupational field. One's interest changes as he is exposed to new experiences that lead him to new interest areas.

16. Abilities-Actual power to perform acts, physical or mental, whether or not the power is attained by training and/or education. Ability implies that the task can be performed now.

17. Attitudes-Relate to tendencies to accept or reject particular groups of individuals, sets of ideas, situations or values reflected in behavior.

18. Values-Standard of judgement accepted by persons, groups, or institutions, stemming from and conditioned by their societal contacts.

40. Topic-Specific teaching content which enables the implementation of stated objectives

41. Learning Activities-Those teaching strategies identified to implement topical areas

42. Learning Outcome Those achieved knowledges obtained

43. Evaluation Procedures Those procedures designed to test the effectiveness of learning activities and objectives

44. Occupationa Expectations-Rewards and satisfactions which a person anticipates from an occupational choice which must be considered in relation to self

45. Skills-The ability of an individual to use one's knowledge effectively in the execution of work performance. A developed aptitude

46. Relevance The identification of occupational elements which must be pertinent, appropriate, or applicable to the individual.

47. Employment Trends-General direction, development and movement of jobs which includes:
   (1) Whether workers are currently in demand
   (2) Whether employment is expected to increase or decrease
   (3) What the main factors are which can influence the growth and decline of the occupation

48. Employability-Being able to secure and maintain employment through proper training and the exercising of good work habits.

49. Adaptability-The quality of being able to adjust one's self to changing expectations within an occupation.

50. Adjustment-The process of personal modification which one must accept as part of the changing world

51. Occupational Clusters-Describes occupations which are related and grouped according to type of work, skill or worker, and place where work is carried on

52. General Education-Often referred to as a liberal education. It is training of a broad academic nature which does not have a particular occupational objective.

53. Personal Needs-Relating to a particular person in a private manner--must be met through his occupational choice.

54. Social Needs-Needs of society which are met through people working in occupations necessary for the sustinence of that society.

55. Psychological Demands-Compnents related to mind and emotions.

56. Financial Aids-Monetary assistance which enables one to meet necessary occupational training and/or educational requirements.

57. Interdependency-Mutual dependence on one another.

58. Job Description-Descriptive statement of account giving properties of a particular job.

59. Chain of Command-Order of authority with respect to job positions.

60. Job level-Position of a specific job based on achievement, importance and value.

61. Specialization-Quality or state of being specialized for use or employment in special line of work.

62. Occupational Level-Position of an area of work based on achievement, importance and value.

CAREER DEVELOPMENT TERM
DEFINITIONS

63 Entry Level-Self Expanatory

64 Service Occupations-Work which meets the needs of the public

65 Technical Occupations-Occupations related to specific mechanical and scientific knowledge

66 Professional Occupations-Occupations characterized by social power, status and a high degree of technical skill entailing specialized preparation

67 Vocation implies a dedication or long term commitment with a high level of requirements, rewards, and expectations

68 Occupational Fields Areas of vocations in society

69 Job Requirements Specifics needed to satisfy a particular area of work

Job Family-Employment related through common enterprise. (example: food services)

71 Frame of Reference-Viewing a particular item from a personal point of view